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research in education

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introduction

The Office of Education has published RESEARCH IN EDUCATION as the monthly announcement bulletin of ERIC since November 1966 to provide up-to-date information about research sponsored by the Bureau of Research. With the July 1967 issue, however, the content of RESEARCH IN EDUCATION was expanded to include the most significant and timely information collected by the decentralized ERIC clearinghouses.

The present broader coverage of ERIC is one reason for a change in its name from the Educational Research Information Center to the Educational Resources Information Center. The expansion, reflected throughout ERIC's information storage and retrieval system, underscores the goal of RESEARCH IN EDUCATION to include information about important educational resources, regardless of their origin.

This bulletin will remain titled RESEARCH IN EDUCATION, and it will continue to announce research projects funded by the Bureau of Research. As in the past, these project documents will not be available from the ERIC Document Reproduction Service.

organization of this catalog

RESEARCH IN EDUCATION relies upon two basic formats--resumes and indexes--to serve the searcher and the browser. The resumes, which highlight the significance of each research report and project, are numbered sequentially within the white-paged section for reports (ED prefixes) and within the green-paged section for projects (EP prefixes).

Within the report resumes, moreover, materials from the Office of Education and from each ERIC Clearinghouse have been arranged in exclusive groups that begin with the following ED numbers:

ED 010 795	Office of Education	ED 010 946	Junior Colleges
ED 010 855	Adult Education	ED 010 960	Small Schools
ED 010 871	Applied Linguistics	ED 010 974	Reading
ED 010 885	Counseling	ED 010 990	Science Education
ED 010 900	Educational Administration	ED 011 003	School Personnel
ED 010 916	Exceptional Children	ED 011 016	Disadvantaged
ED 010 931	Foreign Languages	ED 011 030	Vocational & Technical Education

The resume grouping is not a subject classification, but it will assist the reader who wants to browse. The reader will find pertinent information more quickly by first consulting the indexes that follow the report resumes and project resumes. The indexes cite:

Authors and investigators
Institutions responsible for the research
Subjects

The indexes are keyed to the accession numbers so that every index entry refers the reader directly to the corresponding resume.



THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.

REPORT
RESUMES

Accession Number--an identification number sequentially assigned to reports as they are processed.

Title of the Research Report.

ED 000 000

24

Author(s)--the individual(s) who prepared the report.

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

Report Number--a number assigned by the report's originator.

BY- ASH, PHILIP
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-234

PUB DATE 01-OCT-65

CONTRACT/GRAANT OEC-6-12-01234-0033

EDRS PRICE MF-\$0.027 HC-\$1.06

231 P

Office of Education Program--a code for the legislative program which supported the research activity.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a report. Only the major terms, preceded by an asterisk, are printed in the index.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREACH BLOCK OF AN ANTI AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Institutional Source--the organization at which the report was originated.

Publication Date--the date the report was published.

Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

Abstractor's initials.

ED 010 795 24

A COLLATIVE REPORT ON ARCHITECTURAL RECOMMENDATIONS FOR SECONDARY SCHOOL AND TERTIARY SCHOOL THEATRE SPACE AND EQUIPMENT.

BY- ROBINSON, HORACE W.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-8290
REPORT NUMBER CRP-S-345
CONTRACT OEC-6-10-025
EDRS PRICE MF-\$0.18 HC-\$4.48 112P.

PUB DATE DEC 66

DESCRIPTORS- *AUDITORIUMS, *DRAMATICS, *EDUCATIONAL FACILITIES, *SCHOOL PLANNING, *THEATER ARTS, ARTS CENTERS, EUGENE, SCHOOL BUILDINGS,

THE NATURE AND FUNCTION OF CURRICULAR AND EXTRACURRICULAR THEATER AT THE SECONDARY LEVEL WAS THE TOPIC OF A 6-DAY CONFERENCE HELD AT THE UNIVERSITY OF OREGON. THEATER TEACHERS, ARCHITECTS, EDUCATORS, SCHOOL SUPERINTENDENTS, EQUIPMENT SALES REPRESENTATIVES, THEATER TECHNICIANS, ENGINEERS, AND ACOUSTICAL SPECIALISTS PARTICIPATED. THE DISCUSSIONS INCLUDED NOT ONLY SECONDARY BUT ALSO GRAMMAR SCHOOL AND COLLEGE-LEVEL THEATER. POSITION PAPERS WERE PRESENTED ON THE STATUS AND PROBLEMS OF PERSONNEL, ENGINEERING TEACHING METHODS, EQUIPMENT, ACOUSTICS, AND AUDITORIUMS. SUGGESTIONS FOR STRUCTURAL PLANS WERE DESCRIBED AND ILLUSTRATED WITHIN THE REPORT. THE PLANS AND POINTS BROUGHT UP FOR DISCUSSION WERE INTENDED TO BE OF HELP (1) TO THE SECONDARY SCHOOL TEACHER IN DRAWING UP SPECIFICATIONS FOR PROJECTED THEATER FACILITIES, (2) TO THE INDIVIDUAL ADMINISTRATORS AS A BASIS FOR EVALUATING PROPOSALS, (3) AS SUGGESTIONS OF ALTERNATE SOLUTIONS, (4) AS GUIDELINES FOR STANDARD, RECOMMENDED FACILITIES, (5) FOR BOARD MEMBERS IN EVALUATING THE INVESTMENT IN TERMS OF MONEY, SPACE, AND PERSONNEL FOR THIS PARTICULAR TEACHING AREA, AND (6) FOR THE ARCHITECT AND BUILDER WHO, ALTHOUGH WELL VERSED IN PLANNING, MAY LACK SPECIFIC INFORMATION NECESSARY FOR PLANNING OF EFFICIENT THEATER FACILITIES. (PH)

ED 010 796 24

RELATIONSHIP OF SELF-CONCEPT TO ACHIEVEMENT IN HIGH SCHOOL, FINAL REPORT, SELF-CONCEPT AND SCHOOL ACHIEVEMENT, III.

BY- BROOKOVER, WILBUR B. AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING, HUM. LNG. RES. INST.
REPORT NUMBER CRP-2831 PUB DATE FEB 67
MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.
REPORT NUMBER BR-5-0317
REPORT NUMBER ERS-36
EDRS PRICE MF-\$0.54 HC-\$14.72 368P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *BEHAVIOR THEORIES, *HIGH SCHOOL STUDENTS, *INTERACTION PROCESS ANALYSIS, *SELF CONCEPT, ACADEMIC ABILITY, EAST LANSING, RESEARCH PROJECTS,

THIS RESEARCH ON THE RELATIONSHIP OF SELF-CONCEPT OF ABILITY TO ACADEMIC ACHIEVEMENT IN HIGH SCHOOL WAS BASED ON THE THEORETICAL FRAMEWORK COMMONLY IDENTIFIED AS THE SYMBOLIC INTERACTIONAL THEORY OF BEHAVIOR. THE BASIC POSTULATE WAS THAT ACADEMIC BEHAVIOR OR SCHOOL LEARNING IS LIMITED BY THE STUDENT'S SELF-CONCEPT OF HIS ABILITY, AND THAT SELF-CONCEPT RESULTS FROM THE EXPECTATIONS AND EVALUATIONS HELD BY SIGNIFICANT OTHERS AS PERCEIVED BY THE STUDENT. THE RESEARCH

PROGRAM WAS DESIGNED TO TEST HYPOTHESES DERIVED FROM THIS THEORETICAL FRAMEWORK. THIS REPORT REPRESENTS THE THIRD IN A SERIES OF REPORTS FROM THE SELF-CONCEPT OF ACADEMIC ABILITY RESEARCH PROGRAM AT MICHIGAN STATE UNIVERSITY. THE FIRST TWO REPORTS ARE ED 002 946 AND ED 003 294. PART 1 OF THIS VOLUME DEALT WITH THE TESTING OF SEVERAL HYPOTHESES BASIC TO THE SYMBOLIC INTERACTIONAL THEORY OF SCHOOL ACHIEVEMENT. PART 2 CONTAINED SUMMARIES OF 11 STUDIES BASED ON THE LARGER PROJECT OR CLOSELY RELATED TO IT. (GD)

ED 010 797 24

INDEPENDENT STUDY AT THE COLLEGE LEVEL.

BY- ELICH, PETER J.
WESTERN WASHINGTON STATE COLL., BELLINGHAM
REPORT NUMBER BR-5-0783 PUB DATE JUN 66
REPORT NUMBER CRP-2341
CONTRACT OEC-064-10-038
EDRS PRICE MF-\$0.18 HC-\$4.52 113P.

DESCRIPTORS- *CONVENTIONAL INSTRUCTION, *EDUCATIONAL PSYCHOLOGY, *INDEPENDENT STUDY, *TEACHER EDUCATION, *TRANSFER OF TRAINING, BELLINGHAM, COLLEGE PROGRAMS, COMPARATIVE ANALYSIS, TEACHER PROGRAMS,

A PROGRAM OF INDEPENDENT STUDY WAS DEVELOPED FOR COURSES IN THE PSYCHOLOGICAL FOUNDATION OF EDUCATION REQUIRED IN A TEACHER EDUCATION PROGRAM. THREE GROUPS OF STUDENTS PARTICIPATED IN THIS PROGRAM OF FOUR COURSES--(1) HUMAN LEARNING, (2) CHILD DEVELOPMENT, (3) PERSONALITY, AND (4) EVALUATION. ONE GROUP WAS ASSIGNED, A SECOND VOLUNTEERED, AND A THIRD PARTICIPATED IN A SEMINAR DESIGNED TO FACILITATE TRANSFER FOLLOWING COMPLETION OF THE PROGRAM. CONVENTIONAL CLASS STUDENTS SERVED AS CONTROLS. A COMPARISON WAS MADE OF THE EFFECTIVENESS AND EFFICIENCY OF INDEPENDENT STUDY WITH CONVENTIONAL CLASS INSTRUCTION, AND AN ATTEMPT WAS MADE TO IDENTIFY CORRELATES OF SUCCESS IN EACH PROGRAM. NO SIGNIFICANT DIFFERENCES IN GRADES RECEIVED OR IN SCORES ON TESTS OF RETENTION AND TRANSFER WERE REVEALED AMONG ANY OF THE GROUPS. STUDENTS JUDGED THE INDEPENDENT STUDY TO BE MORE EFFICIENT THAN CONVENTIONAL CLASSES. (GD)

ED 010 798 24

A RESEARCH STUDY OF THE EFFECTS OF DEMONSTRATION TEACHING UPON EXPERIENCED AND INEXPERIENCED TEACHERS.

BY- HARRIS, BEN M.
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-5-384 PUB DATE 66
REPORT NUMBER BR-5-8237
EDRS PRICE MF-\$0.45 HC-\$10.92 273P.

DESCRIPTORS- *DEMONSTRATIONS (EDUCATIONAL), *ELEMENTARY SCHOOL TEACHERS, *INSERVICE PROGRAMS, *TEACHER EDUCATION, *TEACHER IMPROVEMENT, AUSTIN, BEHAVIOR DEVELOPMENT, COOPERATING TEACHERS, DEVELOPMENTAL GUIDANCE, MASTER TEACHERS, PRESERVICE EDUCATION, STUDENT TEACHERS, TEACHER INTERNS, TEACHER PROGRAMS,

SOME HIGHLY DEVELOPED TEACHING DEMONSTRATIONS WERE TESTED TO DETERMINE THEIR EFFECTIVENESS IN PRODUCING A SPECIFIC VARIETY OF BEHAVIOR CHANGES IN INSERVICE ELEMENTARY SCHOOL TEACHERS AND IN STUDENTS PREPARING TO TEACH. THE INVESTIGATOR FOCUSED UPON DETERMINING THE VALUE OF THE FORMAL

TEACHING DEMONSTRATION FOR PROMOTING TEACHER DEVELOPMENT. THE EXPERIMENTAL DESIGN INVOLVED THREE GROUPS OF SECOND- AND THIRD-GRADE TEACHERS IN AN INSERVICE EDUCATION PROGRAM, PLUS A SIMILAR NUMBER OF COLLEGE STUDENTS IN ELEMENTARY TEACHER PREPARATION. THE THREE GROUPS WERE EXPOSED TO A SERIES OF TEACHING DEMONSTRATIONS IN A UNIFORM FASHION. DATA GATHERING INVOLVED A SELF-REPORT INVENTORY PLUS A SERIES OF CLASSROOM OBSERVATIONS BY TRAINED INDEPENDENT OBSERVER-ANALYSTS. EFFECTED CHANGES MEASURED BY PRE- AND POST-TEST DIFFERENCES WERE SIGNIFICANTLY LARGE. IT WAS CONCLUDED THAT FORMAL DEMONSTRATIONS DO PROMOTE CHANGES IN TEACHER AND STUDENT BEHAVIOR OF SPECIFIC KINDS AT A SIGNIFICANT LEVEL. (GD)

ED 010 799

24

METROPOLITANISM AND FEDERAL AID TO EDUCATION--THE PASSAGE AND IMPACT OF THE 1965 AID TO EDUCATION ACT.

BY- MERANTO, PHILIP J.

SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE

REPORT NUMBER BR-6-8229

PUB DATE

67

EDRS PRICE MF-\$0.36 HC-\$0.76 244P.

DESCRIPTORS- *EDUCATIONAL LEGISLATION, *ENVIRONMENTAL INFLUENCES, *GOVERNMENT ROLE, *POLITICAL POWER, *SYSTEMS ANALYSIS, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, LEADERSHIP, POLITICAL ATTITUDES, POLITICAL ISSUES, POLITICAL SCIENCE, SOCIAL ENVIRONMENT, SYRACUSE, SYSTEMS APPROACH,

THE INVESTIGATOR IDENTIFIED AND ANALYZED FACTORS WHICH CONTRIBUTED TO THE PASSAGE OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, USING AN INPUT-OUTPUT SYSTEMS MODEL TO ORGANIZE RELEVANT FACTORS INTO MEANINGFUL PATTERNS. INPUTS WERE PHENOMENA, BOTH PHYSICAL AND SOCIAL, OCCURRING OUTSIDE THE BOUNDARIES OF A POLITICAL SYSTEM, AS A REDISTRIBUTION OF POPULATION, AN INFLATION IN THE ECONOMY, OR A SHIFT IN CULTURAL VALUES. ENVIRONMENTAL CONDITIONS SHAPE THE INPUTS WHICH CROSS THE BOUNDARY INTO A POLITICAL SYSTEM WHERE THEY ARE CONVERTED BY THE LEGISLATURE INTO OUTPUTS. THE PRIMARY TASK WAS TO INDICATE WHICH FACTORS IMPINGING ON THE NATIONAL LEGISLATURE AND WITHIN THE LEGISLATIVE SYSTEM HAD UNDERGONE SUFFICIENT CHANGE PRIOR TO AND DURING 1965 TO PRODUCE THE NEW OUTPUT, THE EDUCATION ACT OF 1965. THE MOST FUNDAMENTAL FINDING WHICH EMERGED FROM THIS ENDEAVOR WAS THAT THE FINAL PASSAGE OF THE SCHOOL AID BILL COULD NOT BE EXPLAINED BY A SINGLE MAJOR CHANGE AT THE EXCLUSION OF OTHERS. ALTHOUGH NO HIERARCHY OF FACTORS WAS ACHIEVABLE, THE MAJOR CHANGES WERE DISCUSSED IN SOME DETAIL AS INEXTRICABLY INTERRELATED FACTORS WHICH RESULTED IN THIS LANDMARK LEGISLATION. (GD)

ED 010 800

24

A STUDY OF HIGH SCHOOL LEARNING ENVIRONMENTS AND THEIR IMPACT ON STUDENTS.

BY- MITCHELL, JAMES V., JR.

ROCHESTER UNIV., N.Y.

REPORT NUMBER BR-5-8032

PUB DATE

67

CONTRACT OEC-5-10-336

EDRS PRICE MF-\$0.27 HC-\$5.52 138P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ACADEMIC ASPIRATION, *EDUCATIONAL ENVIRONMENT, *ENVIRONMENTAL INFLUENCES, *STUDENT ATTITUDES, HIGH SCHOOL CHARACTERISTICS INDEX, HIGH SCHOOLS, PERSONAL VALUES, ROCHESTER, SCHOOL ACTIVITIES, SCHOOL CONDITIONS, SELF CONCEPT, STERN ACTIVITIES INDEX, STUDENT

NEEDS,

HIGH SCHOOL LEARNING ENVIRONMENTS WERE ANALYZED AND COMPARED TO DETERMINE THEIR EFFECT ON STUDENT NEEDS, SATISFACTIONS, VALUES, AND ASPIRATIONS. THE MEASURES ADMINISTERED TO 2,933 SENIORS OF 11 HIGH SCHOOLS IN AN URBAN AREA OF NEW YORK STATE WERE THE HIGH SCHOOL CHARACTERISTICS INDEX (HSCI), THE STERN ACTIVITIES INDEX (SAI), AND A SPECIALLY DESIGNED QUESTIONNAIRE; RESULTS INDICATED THAT (1) THERE WERE HIGHLY SIGNIFICANT DIFFERENCES BETWEEN SCHOOLS FOR HSCI ENVIRONMENTAL "PRESS" SCORES, SMALLER BUT STILL SIGNIFICANT DIFFERENCES BETWEEN STUDENT BODIES FOR SAI "NEED" SCORES, AND ALSO DISTINCTIVE DIFFERENCES BETWEEN SCHOOLS WITH RESPECT TO INSTITUTIONAL NEED-PRESS CONGRUENCE, (2) PRESS FOR ACHIEVEMENT SEEMED TO BE ASSOCIATED WITH A CLUSTER OF VARIABLES WHICH TOGETHER DEFINE A CONDITION OF STRONG SCHOOL SPIRIT OR MORALE, FOCUSING ON THE EXISTENCE OF MANY OPPORTUNITIES FOR PARTICIPATION IN VARIED SCHOOL ACTIVITIES THAT BRING NEED SATISFACTION AND SOCIAL VISIBILITY, (3) ASPIRATION FOR COLLEGE TRAINING WAS SIGNIFICANTLY RELATED TO PRESS FOR ACHIEVEMENT EVEN WITH SOCIOECONOMIC STATUS AND SCHOLASTIC APTITUDE PARTIALED OUT, (4) DIFFERENCES IN STUDENT BODY VALUE ORIENTATIONS WERE SIGNIFICANTLY RELATED TO MANY HSCI ENVIRONMENTAL "PRESS" SCORES, AND (5) STUDENT CONTENTMENT WITH THEIR HIGH SCHOOL ENVIRONMENT WAS SIGNIFICANTLY CORRELATED WITH SEVERAL HSCI SCORES. (JH)

ED 010 801

24

DEVELOPMENT OF A SCALE TO MEASURE INTERESTS IN AGRICULTURAL OCCUPATIONS.

BY- HAMILTON, WILLIAM H., HILL, CHARLES W.

CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER BR-6-8304

PUB DATE FEB 67

GRANT OEG-1-6-08304-0814

EDRS PRICE MF-\$0.18 HC-\$3.00 75P.

DESCRIPTORS- *INTEREST SCALES, *ITEM ANALYSIS, *MEASUREMENT INSTRUMENTS, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL INTERESTS, AGRICULTURE, INTEREST RESEARCH, ITHACA, MEASUREMENT TECHNIQUES, OCCUPATIONAL GUIDANCE,

TO AID IN THE GUIDANCE OF YOUNG PEOPLE INTERESTED IN SPECIALIZING IN OFF-FARM AGRICULTURAL OCCUPATIONS, A STUDY WAS CONDUCTED TO IDENTIFY ITEMS THAT WOULD REVEAL INTEREST PATTERNS OF SUCCESSFULLY EMPLOYED ADULTS IN THE FIVE AGRICULTURAL OCCUPATION FIELDS OF PRODUCTION AGRICULTURE, ORNAMENTAL HORTICULTURE, AGRICULTURAL BUSINESS, AGRICULTURAL MECHANIZATION, AND CONSERVATION. AN AGRICULTURAL OCCUPATIONS INTEREST SCALE WAS DEVELOPED ON THE BASIS OF DATA COLLECTED FROM 767 INTERVIEWS. IT WAS CONCLUDED THAT AGRICULTURAL INTERESTS WERE PATTERNED AND THAT DISCRIMINATION AMONG AGRICULTURAL FIELDS WAS POSSIBLE. RECOMMENDATIONS WERE MADE FOR FURTHER STUDY OF BOTH THE AGRICULTURAL BUSINESS AND CONSERVATION FIELDS AND FOR USE OF THE INSTRUMENT FOR GUIDANCE. (GD)

ED 010 802

24

ELEMENTARY QUANTITATIVE CHEMISTRY, A LABORATORY TEXT.

BY- GILREATH, ESMARCH S. AND OTHERS

WASHINGTON AND LEE UNIV., LEXINGTON, VA.

REPORT NUMBER CRP-S-419

PUB DATE 66

REPORT NUMBER BR-5-8337

EDRS PRICE MF-30.27 HC-35.00 140P.

DESCRIPTORS- *CHEMISTRY, *INSTRUCTIONAL MATERIALS, *LABORATORY EXPERIMENTS, *MANUALS, *TEXTBOOK EVALUATION, ACADEMIC PERFORMANCE, COLLEGE STUDENTS, COURSE ORGANIZATION, INNOVATION, LEXINGTON, SCIENCE LABORATORIES, TEXTBOOK PREPARATION,

A MANUAL WAS PRODUCED CONTAINING LABORATORY PROCEDURES FOR A ONE-SEMESTER COURSE IN ELEMENTARY QUANTITATIVE CHEMISTRY ON A COLLEGE FRESHMAN LEVEL. MATERIALS AND TOPICS WERE EXAMINED AND CHOSEN AS TO DESIRABILITY, PRACTICALITY, AND EDUCATIONAL VALUE. OPTIONAL EXPERIMENTS WERE ALSO INCLUDED. THE LABORATORY PROCEDURES WERE TESTED ON SOPHOMORES AND ON FRESHMEN. NO APPRECIABLE DIFFERENCE WAS DETECTED IN THE OVERALL PERFORMANCE OF THE TWO GROUPS. A COMPARISON OF THE LABORATORY RESULTS UNDER THE OLD AND NEW PROCEDURES REVEALED THAT GRADES WITH THE NEW PROCEDURES AVERAGED 6 PERCENT HIGHER THAN GRADES OBTAINED WITH THE OLD PROCEDURES. IT WAS CONCLUDED THAT QUANTITATIVE CHEMISTRY IS A SUITABLE COURSE FOR THE FRESHMAN COLLEGE LEVEL, AND PRESENTATION OF THIS COURSE SHOULD NOT BE PUT OFF UNTIL THE SOPHOMORE YEAR. THE AUTHORS CAUTIONED THAT THIS LABORATORY COURSE WOULD NOT SERVE AS A SUBSTITUTE FOR ADVANCED COURSES IN INSTRUMENTAL ANALYSIS WHICH ARE USUALLY OFFERED DURING THE JUNIOR OR SENIOR YEAR FOR CHEMISTRY MAJORS. (GD)

ED 010 803 24

ONE DAY, ONE TIME, ONE PLACE, A UNIT ON EMPHASIS. IT'S ALL IN KNOWING HOW, A UNIT ON PROCESS. RHETORIC CURRICULUM III, STUDENT VERSION.

BY- KITZHABER, ALBERT R.

OREGON UNIV., EUGENE

REPORT NUMBER CRF-H-149-32

REPORT NUMBER BR-5-0366-32

EDRS PRICE MF-30.09 HC-31.84 46P.

DESCRIPTORS- *COMPOSITION (LITERARY), *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *RHETORIC, *STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH, EUGENE, GRADE 9, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE GUIDES, LINGUISTICS, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, SPEAKING, WRITING,

THIS STUDY GUIDE, THE FIRST PART OF A NINTH-GRADE RHETORIC GUIDE, USED THE STUDENT'S PAST EXPERIENCE IN PREVIOUS RHETORIC COURSES AS A BASIS UPON WHICH TO EXPAND HIS KNOWLEDGE OF SEMANTICS AND EMPHASIS IN WRITING. EXAMPLES WERE PROVIDED OF THE WRITING OF MARK TWAIN AND CHARLES DICKENS AND DIRECTED THE STUDENT TO ANSWER DISCUSSION QUESTIONS IN WRITING USING HIS IMAGINATION TO FACTUALLY DESCRIBE GEOGRAPHICAL LOCATIONS. THE SECOND PART OF THE GUIDE EMPHASIZED THE CLARITY OF WRITING NECESSARY TO EXPLAIN A PROCESS OR AN EVENT. THE TEACHER VERSION IS ED 010 804. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (PM)

ED 010 804 24

ONE DAY, ONE TIME, ONE PLACE, A UNIT ON EMPHASIS. IT'S ALL IN KNOWING HOW, A UNIT ON PROCESS. RHETORIC CURRICULUM III, TEACHER VERSION.

BY- KITZHABER, ALBERT R.

OREGON UNIV., EUGENE

REPORT NUMBER CRF-H-149-33

REPORT NUMBER BR-5-0366-33

EDRS PRICE MF-30.09 HC-31.24 31P.

DESCRIPTORS- *COMPOSITION (LITERARY), *CURRICULUM GUIDES, *ENGLISH INSTRUCTION, *RHETORIC, *TEACHING GUIDES, CURRICULUM RESEARCH, ENGLISH, EUGENE, GRADE 9, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE GUIDES, LINGUISTICS, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, SPEAKING, WRITING,

WRITINGS OF MARK TWAIN AND CHARLES DICKENS WERE REFERRED TO IN THIS TEACHER'S GUIDE IN RHETORIC AS EXAMPLES FOR REVIEWING CONCEPTS IN WRITING. IN THE FIRST PART, QUESTIONS FOLLOWED EACH EXAMPLE TO LEAD THE STUDENT TO THE CONVICTION THAT EACH WRITER WRITES FROM WHAT HE KNOWS, AND TO SUGGEST A NUMBER OF WAYS IN WHICH AN AUTHOR MAY ARRANGE HIS MATERIAL AND CHOOSE HIS WORDS TO ACHIEVE HIS PURPOSE OF COMMUNICATION WITH THE READER. IN THE SECOND PART, THE EMPHASIS WAS ON EXPOSITORY WRITING AND SPEAKING, HAVING THE STUDENT COMBINE DESCRIPTION WITH TIME-ORDER PATTERNS TO DESCRIBE A PROCESS. THE PURPOSE OF EACH QUESTION UNIT WAS OUTLINED, AND ANALYSIS METHODS AND SUGGESTIONS FOR POSSIBLE DIRECTION OF DISCUSSION WERE INCORPORATED. THE STUDENT VERSION IS ED 010 803, RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (PM)

ED 010 805 24

WORDS, MEANINGS, CONTEXTS, A UNIT ON SEMANTICS. GENERALLY SPEAKING, A UNIT ON GENERALIZATION. FLIGHT OF FANCY, A UNIT ON IMAGINED POINT OF VIEW. RHETORIC CURRICULUM III, STUDENT VERSION.

BY- KITZHABER, ALBERT R.

OREGON UNIV., EUGENE

REPORT NUMBER CRF-H-149-34

REPORT NUMBER BR-5-0366-34

EDRS PRICE MF-30.09 HC-32.16 34P.

DESCRIPTORS- *COMPOSITION (LITERARY), *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *RHETORIC, *STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, SPEAKING, SPEECH SKILLS, WRITING,

STUDIES OF SEMANTICS, FORMATION OF GENERALIZATIONS, AND POINTS OF VIEW WERE COMBINED IN THIS THREE-PART STUDY GUIDE FOR NINTH-GRADERS TO PROVIDE A SOUND UNDERSTANDING OF RHETORIC. IN THE FIRST PART, EXERCISES WHICH PLACED WORDS IN DIFFERENT CONTEXTS WERE USED TO SHOW THE RANGE OF MEANINGS POSSIBLE FOR SINGLE WORDS. THE SECOND PART OUTLINED EXERCISES INTENDED TO HELP STUDENTS RELATE STATED FACTS TO MORE GENERAL AND INCLUSIVE STATEMENTS AND TO PROVIDE A LOGICAL BASIS FOR FORMING GENERALIZATIONS AND QUALIFICATIONS AS WELL AS ESTABLISHING SUPPORT FOR THEM. THE THIRD PART PRESENTED ASSIGNMENTS DESIGNED TO ACQUAINT THE STUDENT WITH IMAGINED POINTS OF VIEW, HUMAN AND NONHUMAN. SUCH POINTS OF VIEW WERE ILLUSTRATED THROUGH EXAMPLES OF BOTH POETRY AND PROSE. THE TEACHER'S GUIDE IS ED 010 806. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (PM)

ED 010 806 24

WORDS, MEANINGS, CONTEXTS, A UNIT ON SEMANTICS. GENERALLY SPEAKING, A UNIT ON GENERALIZATION. FLIGHT OF FANCY, A UNIT

ON IMAGINED POINT OF VIEW. RHETORIC CURRICULUM III, TEACHER VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRP-H-149-35
 REPORT NUMBER BR-5-0366-35
 EDRS PRICE MF-80.09 HC-82.16 54P.

DESCRIPTORS- *COMPOSITION (LITERARY), *CURRICULUM GUIDES, *ENGLISH INSTRUCTION, *RHETORIC, *SPEAKING, *TEACHING GUIDES, CURRICULUM RESEARCH, ENGLISH, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, SPEECH, SPEECH SKILLS, WRITING.

EXERCISES AND WRITING ASSIGNMENTS TO HELP STUDENTS INTERPRET MEANING WHEN THEY READ AND TO MAKE MEANINGS CLEAR AND PRECISE WHEN THEY WRITE OR SPEAK FORM THE BASIS FOR THE INSTRUCTIONS SUGGESTED IN THIS THREE-PART TEACHER'S CURRICULUM GUIDE ON RHETORIC FOR NINTH-GRADERS. THE FIRST PART DEALT WITH WORDS, MEANINGS, AND CONTEXTS, AND EMPHASIZED SEMANTICS AS A WAY TO HELP STUDENTS WRITE CLEARLY AND PRECISELY. THE SECOND PART DEALT WITH PRINCIPLES OF FORMING GENERALIZATIONS. QUESTIONS FOR DISCUSSION AND ASSIGNMENTS FOR SPEAKING WERE INTENDED TO HELP THE STUDENT DESCRIBE PHENOMENA. ANALYSIS OF STRUCTURAL PATTERNS AND STYLES APPROPRIATE TO DIFFERENT SPEAKING PURPOSES WERE PROVIDED IN THE EXERCISES. THE THIRD PART DEALT WITH WAYS AND PURPOSES OF WRITING AND DISCUSSING DIFFERENT POINTS OF VIEW. THE EXERCISES PROVIDED A SOMEWHAT LESS RIGID WRITING EXPERIENCE THAN THE PREVIOUS MATERIALS WHICH DEMANDED CONFORMITY TO EXACTING STYLES AND DEFINITIONS. THE EXERCISES WERE ALSO INTENDED TO REMIND THE STUDENT, BY STIMULATING HIS IMAGINATION, OF THE GAINS POSSIBLE BY RESPACING OTHER POINTS OF VIEW. THE STUDENT VERSION IS ED 010 805. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (PM)

ED 010 807 24
 SOME ACHIEVE GREATNESS, A REVIEW UNIT. IT'S LIKE THIS, A UNIT ON METAPHOR AND ANALOGY. SEE WHAT I MEAN, A UNIT ON CONNOTATION. RHETORIC CURRICULUM IV, STUDENT VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRP-H-149-35
 REPORT NUMBER BR-5-0366-36
 EDRS PRICE MF-80.09 HC-81.92 48P.

DESCRIPTORS- *COMPOSITION (LITERARY), *LOGICAL THINKING, *RHETORIC, *STUDY GUIDES, CURRICULUM GUIDES, CURRICULUM RESEARCH, ENGLISH, ENGLISH CURRICULUM, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LOGIC, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

A STUDENT VERSION OF A RHETORIC CURRICULUM GUIDE WAS DEVELOPED WHICH CONTAINED THREE DISTINCT UNITS. THE FIRST DEALT WITH PRINCIPLES OF GENERALIZATION AND SUPPORT, THE SECOND WITH METAPHOR AND ANALOGY, AND THE THIRD WITH SEMANTICS. LESSONS DEALING WITH PROSE MODELS CONTAINED INTRODUCTIONS, STUDY QUESTIONS, EXERCISES FOR STUDY, AND WRITING ASSIGNMENTS. THE TEACHER VERSION IS ED 010 808. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 808 24
 SOME ACHIEVE GREATNESS, A REVIEW UNIT. IT'S LIKE THIS, A UNIT ON METAPHOR AND ANALOGY. SEE WHAT I MEAN, A UNIT ON CONNOTATION. RHETORIC CURRICULUM IV, TEACHER VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRP-H-149-37
 REPORT NUMBER BR-5-0366-37
 EDRS PRICE MF-80.09 HC-81.12 28P.

DESCRIPTORS- *COMPOSITION (LITERARY), *CURRICULUM GUIDES, *LOGICAL THINKING, *RHETORIC, *TEACHING GUIDES, CURRICULUM RESEARCH, ENGLISH, ENGLISH INSTRUCTION, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LOGIC, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

A TEACHER VERSION OF A RHETORIC CURRICULUM GUIDE WAS DEVELOPED CONTAINING THREE DISTINCT UNITS. THE FIRST DEALT WITH PRINCIPLES OF GENERALIZATION AND SUPPORT, THE SECOND WITH METAPHOR AND ANALOGY, AND THE THIRD WITH SEMANTICS. DETAILED DISCUSSIONS ACCOMPANIED THESE ASPECTS OF RHETORIC. SUGGESTIONS WERE PRESENTED FOR DISCUSSIONS, EXERCISES, AND WRITING ASSIGNMENTS PERTAINING TO THE PROSE MODELS SELECTED. THE STUDENT VERSION IS ED 010 807. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 809 24
 DECISIONS, DECISIONS, A UNIT ON DEDUCTION. IT RINGS TRUE, A UNIT ON PLAUSIBILITY. RHETORIC CURRICULUM IV, STUDENT VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRP-H-149-38
 REPORT NUMBER BR-5-0366-38
 EDRS PRICE MF-80.09 HC-81.68 42P.

DESCRIPTORS- *COMPOSITION (LITERARY), *CURRICULUM GUIDES, *LOGICAL THINKING, *RHETORIC, *STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH, ENGLISH CURRICULUM, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LOGIC, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

A STUDENT VERSION OF A CURRICULUM GUIDE ON RHETORICAL REASONING PROCESSES WAS DEVELOPED. TWO UNITS INVOLVING DEDUCTION AND PLAUSIBILITY WERE INCLUDED. LESSONS INVOLVING ASSUMPTIONS, PATTERNS OF DEDUCTIVE THINKING, FACTS, AND VALUE JUDGMENTS WERE INCLUDED IN THE UNIT ON DEDUCTION. THE UNIT ON PLAUSIBILITY GAVE THE STUDENT THE OPPORTUNITY TO TRY HIS HAND AT IMAGINATIVE WRITING IN WHICH HIS PROBLEM WAS TO MAINTAIN CREDIBILITY WITHIN THE FRAMEWORK OF AN IMAGINED SITUATION. PROSE MODELS WERE SUPPLIED FOR BOTH SECTIONS. THE TEACHER VERSION IS ED 010 810. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 810 24
 DECISIONS, DECISIONS, A UNIT ON DEDUCTION. IT RINGS TRUE, A UNIT ON PLAUSIBILITY. RHETORIC CURRICULUM IV, TEACHER VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRP-H-149-39

REPORT RESUMES

PAGE 5

REPORT NUMBER BR-5-0366-39
 EDRS PRICE MF-80.08 HC-81.80 45P.

DESCRIPTORS- *COMPOSITION (LITERARY), *CURRICULUM GUIDES, *LOGICAL THINKING, *RHETORIC, *TEACHING GUIDES, CURRICULUM RESEARCH, ENGLISH, ENGLISH CURRICULUM, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LOGIC, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

A TEACHER VERSION OF A CURRICULUM GUIDE ON RHETORICAL REASONING PROCESSES WAS DEVELOPED. THE GUIDE INCLUDED TWO UNITS INVOLVING DEDUCTION AND PLAUSIBILITY. DETAILED LESSONS AND EXERCISES DEALING WITH ASSUMPTIONS, PATTERNS OF DEDUCTIVE THINKING, FACTS, AND VALUE JUDGMENTS WERE INCLUDED IN THE UNIT ON DEDUCTION. IN THE UNIT ON PLAUSIBILITY, DETAILED DISCUSSIONS WERE MADE ON THE SUBSTANCE, STRUCTURE, STYLE, AND PURPOSE OF PROSE MODELS. SUGGESTED WRITING ASSIGNMENTS WERE ALSO GIVEN. THE STUDENT VERSION IS ED 010 809. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 811 24

ROUGHING IT. THE OLD MAN AND THE SEA. SHORT STORIES. LYRIC POETRY. LITERATURE CURRICULUM III, STUDENT VERSION.

BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE

REPORT NUMBER CRP-H-149-40
 REPORT NUMBER BR-5-0366-40

EDRS PRICE MF-80.18 HC-82.84 71P.

DESCRIPTORS- *CURRICULUM GUIDES, *LITERATURE GUIDES, *NOVELS, *POETRY, *SHORT STORIES, *STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH CURRICULUM, ERNEST HEMINGWAY, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, LITERATURE, MARK TWAIN, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

A STUDENT VERSION OF A LITERATURE CURRICULUM GUIDE WAS PROVIDED FOR TWAIN'S "ROUGHING IT," HEMINGWAY'S "THE OLD MAN AND THE SEA," FOUR SHORT STORIES, AND 20 LYRIC POEMS. THE SHORT STORIES INCLUDED WERE (1) "THE MONKEY'S PAW" BY W.W. JACOBS, (2) "PAUL'S CASE" BY WILLA CATHER, (3) "THE CASK OF AMONTILLADO" BY POE, AND (4) "HAIRCUT" BY RING LARDNER. AN INTRODUCTION, DISCUSSION QUESTIONS, AND SUGGESTIONS FOR COMPOSITIONS, EXERCISES, AND FURTHER READINGS ACCOMPANY THE WORKS INCLUDED. THE TEACHER VERSION IS ED 010 812. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 812 24

ROUGHING IT. THE OLD MAN AND THE SEA. SHORT STORIES. POEMS. LITERATURE CURRICULUM III, TEACHER VERSION.

BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE

REPORT NUMBER CRP-H-149-41
 REPORT NUMBER BR-5-0366-41

EDRS PRICE MF-80.18 HC-83.28 82P.

DESCRIPTORS- *CURRICULUM GUIDES, *LITERATURE GUIDES, *NOVELS, *POETRY, *SHORT STORIES, *TEACHING GUIDES, CURRICULUM RESEARCH, ENGLISH INSTRUCTION, ERNEST HEMINGWAY, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, LITERATURE, MARK TWAIN, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

A TEACHER VERSION OF A LITERATURE CURRICULUM GUIDE WAS PROVIDED FOR TWAIN'S "ROUGHING IT," HEMINGWAY'S "THE OLD MAN AND THE SEA," FOUR SHORT STORIES, AND 20 LYRIC POEMS. THE SHORT STORIES INCLUDED WERE (1) "THE MONKEY'S PAW" BY W.W. JACOBS, (2) "PAUL'S CASE" BY WILLA CATHER, (3) "THE CASK OF AMONTILLADO" BY POE, AND (4) "HAIRCUT" BY RING LARDNER. GUIDELINES FOR TEACHER AND CLASS WERE LAID DOWN UNDER THE HEADINGS OF SUBJECT, FORM, AND POINT OF VIEW. DISCUSSION OF EACH WORK WAS INITIATED THROUGH THESE GUIDELINES. EACH WORK WAS EXPLAINED AND APPROPRIATE LITERARY CONCERNS WERE POINTED OUT AND EXPANDED FOR POSSIBLE CLASSROOM DISCUSSION. THE STUDENT VERSION IS ED 010 811. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 813

24

LEGENDS OF KING ARTHUR. LITERATURE CURRICULUM III, STUDENT VERSION.

BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE

REPORT NUMBER CRP-H-149-42

REPORT NUMBER BR-5-0366-42

EDRS PRICE MF-80.18 HC-83.28 82P.

DESCRIPTORS- *CURRICULUM GUIDES, *ENGLISH LITERATURE, *LEGENDS, *LITERATURE GUIDES, *STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH CURRICULUM, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, LITERATURE, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

A STUDENT VERSION OF A CURRICULUM GUIDE ON THE "LEGENDS OF KING ARTHUR" WAS DEVELOPED. SELECTED LEGENDS ARE REPRODUCED ALONG WITH AN INTRODUCTION, STUDY QUESTIONS, AND A PASSAGE FROM MALORY'S "LE Morte D'ARTHUR" IN THE ORIGINAL LANGUAGE OF THE FIRST EDITION (1465). THE TEACHER VERSION IS ED 010 814. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 814

24

LEGENDS OF KING ARTHUR. LITERATURE CURRICULUM III, TEACHER VERSION.

BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE

REPORT NUMBER CRP-H-149-43

REPORT NUMBER BR-5-0366-43

EDRS PRICE MF-80.08 HC-80.72 18P.

DESCRIPTORS- *CURRICULUM GUIDES, *ENGLISH LITERATURE, *LEGENDS, *LITERATURE GUIDES, *TEACHING GUIDES, CURRICULUM RESEARCH, ENGLISH INSTRUCTION, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, LITERATURE, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

A TEACHER VERSION OF A CURRICULUM GUIDE ON THE "LEGENDS OF KING ARTHUR" WAS DEVELOPED. AN ENLARGED AND MORE DETAILED INTRODUCTION THAN THAT PROVIDED FOR THE STUDENT VERSION WAS PRESENTED. STUDY QUESTIONS AND ANSWERS, WRITING ASSIGNMENTS, AND SUGGESTED READINGS WERE ALSO PROVIDED. THE STUDENT VERSION IS ED 010 813. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 815

24

THE MERCHANT OF VENICE. LITERATURE CURRICULUM III, STUDENT VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-44
 REPORT NUMBER BR-5-0366-44
 EDRS PRICE MF-80.09 HC-80.92 23P.

DESCRIPTORS- *CURRICULUM GUIDES, #ENGLISH LITERATURE, #LITERATURE GUIDES, #STUDY GUIDES, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, LITERATURE PROGRAMS, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, SHAKESPEARE,

A GUIDE WAS PRODUCED FOR STUDENT USE IN NINTH-GRADE STUDY OF "THE MERCHANT OF VENICE." THE GUIDE PRESENTED SEVERAL ALTERNATE APPROACHES FOR UNDERSTANDING THE PLAY AND LEARNING ITS CONTENT. A MAJOR EMPHASIS OF THE GUIDE WAS PLACED ON THREE FORMS OF STUDENT QUESTIONS, RELATED TO SPECIFIC ACTS AND SCENES, THE CHARACTERS IN THE DRAMA, AND THE PLAY AS A WHOLE. THE CORRESPONDING TEACHING GUIDE IS ED 010 816. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (JH)

ED 010 816

24

MERCHAND OF VENICE. LITERATURE CURRICULUM III, TEACHER VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-45
 REPORT NUMBER BR-5-0366-45
 EDRS PRICE MF-80.09 HC-81.16 20P.

DESCRIPTORS- *CURRICULUM GUIDES, #ENGLISH INSTRUCTION, #ENGLISH LITERATURE, #LITERATURE GUIDES, #TEACHING GUIDES, CURRICULUM RESEARCH, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, LITERATURE PROGRAMS, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, SHAKESPEARE,

THIS TEACHING GUIDE ON "THE MERCHANT OF VENICE" WAS PREPARED FOR USE IN A NINTH-GRADE LITERATURE CURRICULUM. THE PURPOSE OF THE GUIDE WAS TO ILLUMINATE THE PLAY AS A WHOLE, AND TO SUGGEST TO THE TEACHER SOME USEFUL PRINCIPLES FOR FRAMING QUESTIONS AND GUIDING DISCUSSIONS IN THE CLASSROOM. THE GUIDE WAS NOT TO BE USED, HOWEVER, AS A BASE FOR PREPARING A LECTURE OR A SERIES OF LECTURES. TEACHERS WERE EXPECTED TO USE THE GUIDE TO FACILITATE INTELLIGENT READING AND INTERPRETATION AND TO STIMULATE INTEREST IN THE PLAY AND ITS CONTENT. THE CORRESPONDING STUDENT GUIDE IS ED 010 815. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (JH)

ED 010 817

24

JULIUS CAESAR. PLUTARCH'S LIVES. AUTOBIOGRAPHY. LITERATURE CURRICULUM IV, STUDENT VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-46
 REPORT NUMBER BR-5-0366-46
 EDRS PRICE MF-80.18 HC-83.00 75P.

DESCRIPTORS- *CURRICULUM GUIDES, #ENGLISH CURRICULUM,

#ENGLISH LITERATURE, #LITERATURE GUIDES, #STUDY GUIDES, BIOGRAPHIES, CURRICULUM RESEARCH, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LITERATURE PROGRAMS, NEW GRAMMAR, PLUTARCH, PROJECT ENGLISH, SECONDARY EDUCATION, SHAKESPEARE,

THIS 10TH-GRADE STUDENT GUIDE POSED SOME QUESTIONS AND CLARIFIED OTHERS ON SHAKESPEARE'S "JULIUS CAESAR," AND PRESENTED SHORT SELECTIONS FROM PLUTARCH'S "LIVES" (ON CAESAR, BRUTUS, AND MARK ANTONY) WITH ACCOMPANYING DISCUSSION QUESTIONS. A UNIT OF AUTOBIOGRAPHICAL READINGS OF EARLY LIFE EXPERIENCES WAS ALSO OUTLINED. BY PRESENTING BOTH THE PLAY, "JULIUS CAESAR," AND BIOGRAPHIES RELATED TO HISTORICAL CHARACTERS IN THAT PLAY, THE GUIDE PROVIDED STUDENTS AN OPPORTUNITY TO CONSIDER DIFFERENCES BETWEEN HISTORICAL AND DRAMATIC WRITINGS FERTILENT TO THE SAME HISTORICAL EVENTS. IN ADDITION, THE GUIDE ALLOWED THE STUDENT TO COMPARE WRITING STYLE BETWEEN THE BIOGRAPHIES OF PLUTARCH AND THE AUTOBIOGRAPHICAL SKETCHES IN THE GUIDE'S FINAL SECTION. THE TEACHER VERSION OF THIS GUIDE IS ED 010 818. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (JH)

ED 010 818

24

JULIUS CAESAR. PLUTARCH'S LIVES. AUTOBIOGRAPHY. LITERATURE CURRICULUM IV, TEACHER VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-47
 REPORT NUMBER BR-5-0366-47
 EDRS PRICE MF-80.18 HC-83.24 81P.

DESCRIPTORS- *CURRICULUM GUIDES, #ENGLISH INSTRUCTION, #ENGLISH LITERATURE, #LITERATURE GUIDES, #TEACHING GUIDES, BIOGRAPHIES, CURRICULUM RESEARCH, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LITERATURE PROGRAMS, NEW GRAMMAR, PLUTARCH, PROJECT ENGLISH, SECONDARY EDUCATION, SHAKESPEARE,

THIS 10TH-GRADE ENGLISH CURRICULUM GUIDE WAS PREPARED TO ASSIST TEACHERS IN THE PRESENTATION OF AN ENRICHED READING AND STUDY PROGRAM OF SHAKESPEARE'S "JULIUS CAESAR," GIVING SOME ATTENTION TO PLUTARCH'S BIOGRAPHIES OF CAESAR, BRUTUS, AND MARK ANTONY WHICH BEAR DIRECTLY ON SHAKESPEARE'S PLAY. AN INSTRUCTIONAL UNIT ON "AUTOBIOGRAPHY" WAS INCLUDED WITH STUDY QUESTIONS AND WRITING ASSIGNMENTS DESIGNED FOR TEACHER USE IN HELPING STUDENTS RELATE THEIR OWN LIFE EXPERIENCES TO THOSE OF PROMINENT LITERARY ARTISTS. THE STUDENT VERSION OF THIS GUIDE IS ED 010 817. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (JH)

ED 010 819

24

TWENTIETH CENTURY LYRICS. SCIENCE AND POETRY. LITERATURE CURRICULUM IV, STUDENT VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-48
 REPORT NUMBER BR-5-0366-48
 EDRS PRICE MF-80.18 HC-82.36 59P.

DESCRIPTORS- *CURRICULUM GUIDES, #LITERATURE GUIDES, #POETRY, #SCIENCE, #STUDY GUIDES, COMPOSITION (LITERARY), CURRICULUM RESEARCH, ENGLISH CURRICULUM, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LITERATURE, NEW GRAMMAR, PROJECT ENGLISH,

SECONDARY EDUCATION,

THIS CURRICULUM GUIDE FOR 10TH-GRADE STUDENTS DEALT WITH (1) 20TH-CENTURY LYRIC POETRY AND (2) THE COMPARISON BETWEEN SCIENTIFIC AND POETIC WRITINGS. A HISTORICAL INTRODUCTION PRECEDED PRESENTATION OF THE MATERIAL IN BOTH SECTIONS. SUGGESTIONS, EXERCISES, AND COMPOSITION TOPICS WERE ALSO PRESENTED. THE TEACHER VERSION IS ED 010 820. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 820 24

TWENTIETH CENTURY LYRICS. SCIENCE AND POETRY. LITERATURE CURRICULUM IV, TEACHER VERSION.
BY- KITZHABER, ALBERT R.
OREGON UNIV., EUGENE
REPORT NUMBER CRF-H-149-49
REPORT NUMBER BR-5-0366-49
EDRS PRICE MF-\$0.18 HC-\$2.84 71P.

DESCRIPTORS- *CURRICULUM GUIDES, *LITERATURE GUIDES, *POETRY, *SCIENCE, *TEACHING GUIDES, CURRICULUM RESEARCH, ENGLISH INSTRUCTION, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LITERATURE, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

THIS 10TH-GRADE CURRICULUM GUIDE FOR TEACHERS DEALT WITH (1) 20TH-CENTURY LYRIC POETRY AND (2) THE COMPARISON BETWEEN SCIENTIFIC AND POETIC WRITINGS. INSTRUCTIONAL MATERIALS INCLUDING BIBLIOGRAPHICAL AND BIOGRAPHICAL INFORMATION, TEACHING METHODS, SUGGESTIONS, EXERCISES, AND COMPOSITION TOPICS WERE PRESENTED FOR BOTH PARTS. THE STUDENT VERSION IS ED 010 819. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 821 24

HUCKLEBERRY FINN. DR. JEKYLL AND MR. HYDE. SHORT STORIES. LITERATURE CURRICULUM IV, STUDENT VERSION.
BY- KITZHABER, ALBERT R.
OREGON UNIV., EUGENE
REPORT NUMBER CRF-H-149-50
REPORT NUMBER BR-5-0366-50
EDRS PRICE MF-\$0.09 HC-\$2.12 53P.

DESCRIPTORS- *CURRICULUM GUIDES, *LITERATURE GUIDES, *NOVELS, *SHORT STORIES, *STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH CURRICULUM, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LITERATURE, MARK TWAIN, NEW GRAMMAR, PROJECT ENGLISH, ROBERT LOUIS STEVENSON, SECONDARY EDUCATION,

A STUDENT'S CURRICULUM GUIDE FOR THE STUDY OF "HUCKLEBERRY FINN," "DR. JEKYLL AND MR. HYDE," AND THREE SHORT STORIES WAS PRESENTED. THE SHORT STORIES INCLUDED WERE (1) "THE COUNTRY OF THE BLIND" BY H.G. WELLS (COMPLETE TEXT), (2) "A DOUBLE-DYED DECEIVER" BY O. HENRY, AND (3) "A MYSTERY OF HEROISM" BY STEPHEN CRANE (COMPLETE TEXT). STUDY QUESTIONS, SUGGESTED EXERCISES, AND WRITING ASSIGNMENTS WERE PROVIDED. THE TEACHER VERSION IS ED 010 822. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832 (GD)

ED 010 822 24

HUCKLEBERRY FINN. DR. JEKYLL AND MR. HYDE. SHORT STORIES. LITERATURE CURRICULUM IV, TEACHER VERSION.
BY- KITZHABER, ALBERT R.
OREGON UNIV., EUGENE
REPORT NUMBER CRF-H-149-51
REPORT NUMBER BR-5-0366-51
EDRS PRICE MF-\$0.18 HC-\$2.52 63P.

DESCRIPTORS- *CURRICULUM GUIDES, *LITERATURE GUIDES, *NOVELS, *SHORT STORIES, *TEACHING GUIDES, CURRICULUM RESEARCH, ENGLISH INSTRUCTION, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LITERATURE, MARK TWAIN, NEW GRAMMAR, PROJECT ENGLISH, ROBERT LOUIS STEVENSON, SECONDARY EDUCATION,

A CURRICULUM GUIDE FOR THE TEACHING OF "HUCKLEBERRY FINN," "DR. JEKYLL AND MR. HYDE," AND FOUR SHORT STORIES WAS PRESENTED. THE SHORT STORIES WERE (1) "THE APPLE TREE" BY JOHN GALSWORTHY, (2) "THE COUNTRY OF THE BLIND" BY H.G. WELLS, (3) "A DOUBLE-DYED DECEIVER" BY O. HENRY, AND (4) "A MYSTERY OF HEROISM" BY STEPHEN CRANE. THE GUIDE PROVIDED BIOGRAPHICAL AND BIBLIOGRAPHICAL INFORMATION, THEMATIC EXPLANATIONS OF EACH WORK, STUDENT QUESTIONS, TEACHING SUGGESTIONS, AND COMPOSITION TOPICS. THE STUDENT VERSION IS ED 010 821. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

ED 010 823 24

LEXICOGRAPHY. HISTORY OF ENGLISH, PART ONE. LANGUAGE CURRICULUM III, STUDENT VERSION.
BY- KITZHABER, ALBERT R.
OREGON UNIV., EUGENE
REPORT NUMBER CRF-H-149-57
REPORT NUMBER BR-5-0366-57
EDRS PRICE MF-\$0.09 HC-\$1.76 44P.

DESCRIPTORS- *CURRICULUM GUIDES, *ENGLISH, *LANGUAGE GUIDES, *LEXICOGRAPHY, *STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH CURRICULUM, ENGLISH LITERATURE, EUGENE, GRADE 9, HISTORY, INSTRUCTIONAL MATERIALS, LINGUISTICS, LITERATURE, LITERATURE APPRECIATION, MODERN LANGUAGES, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, SHAKESPEARE,

AN OUTLINE OF THE NEED FOR AND USES OF LEXICOGRAPHY AND A HISTORY OF THE ENGLISH LANGUAGE, PART 1, WERE COMBINED IN THIS CURRICULUM GUIDE FOR NINTH-GRADE STUDENTS. THE FIRST SECTION, THE OUTLINE ON LEXICOGRAPHY, GAVE A BRIEF HISTORY OF DICTIONARIES AND THEIR USES. WAYS WERE SUGGESTED FOR STUDENTS TO COMPILE THEIR OWN WORD-NOTEBOOKS OR ABBREVIATED DICTIONARY LISTS SO THAT THEY MIGHT UNDERSTAND THE DIFFICULTY AND SKILLS REQUIRED FOR DEFINING NEW TERMS, EXPANDING OR LIMITING DEFINITIONS TO MEET CHANGING USAGES, AND ANALYZING PATTERNS OF DEFINITION. THE GUIDE'S SECOND SECTION COMMENTED ON THE HISTORY AND CHANGES OF THE ENGLISH LANGUAGE. EXAMPLES FROM WRITINGS OF GEOFFREY CHAUCER, WILLIAM SHAKESPEARE, AND BENJAMIN FRANKLIN WERE GIVEN. THE EARLY MODERN ENGLISH OF SHAKESPEARE EXEMPLIFIED IN "THE MERCHANT OF VENICE" WAS COMPARED TO AND CONTRASTED WITH TODAY'S MODERN ENGLISH, COMPARING VOCABULARY, WORD LOSSES, SHIFTS IN MEANING, AND GRAMMAR FORMS. SHAKESPEAREAN ENGLISH WAS CHOSEN FOR STUDY BECAUSE OF SHAKESPEARE'S WIDESPREAD AND ENDURING POPULARITY.

THE COMPARATIVE EASE OF READING BY A MODERN AUDIENCE, AND THE STANDARDIZATION IN THE ENGLISH LANGUAGE THAT OCCURRED IN LONDON IN THE EARLY 17TH CENTURY. VARIOUS STUDENT EXERCISES THAT COMBINE LEXICOGRAPHY WITH STUDIES OF LITERATURE AND THE ENGLISH LANGUAGE WERE SUGGESTED THROUGHOUT THE GUIDE. PART 2 IS ED 010 824. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (PM)

ED 010 824

24

HISTORY OF ENGLISH, PART TWO. LANGUAGE CURRICULUM IV, STUDENT VERSION.

BY- KITZHABER, ALBERT R.

OREGON UNIV., EUGENE

REPORT NUMBER CRP-H-149-60

REPORT NUMBER BR-5-0366-60

EDRS PRICE MF-80.09 HC-81.08 27P.

DESCRIPTORS- *CURRICULUM GUIDES, *ENGLISH, *LANGUAGE GUIDES, *LITERATURE, *MODERN LANGUAGES, *STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH CURRICULUM, ENGLISH LITERATURE, EUGENE, GRADE 10, HISTORY, INSTRUCTIONAL MATERIALS, LINGUISTICS, LITERATURE APPRECIATION, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, SHAKESPEARE,

A DISCUSSION OF THE HISTORY OF THE ENGLISH LANGUAGE WAS CONTINUED (PART 1 IS ED 010 823) TO GIVE THE 10TH-GRADE STUDENT AN ACCURATE PICTURE OF THE ENGLISH LANGUAGE AT AN IMPORTANT STAGE IN ITS DEVELOPMENT. THE TIME CHOSEN WAS THE 17TH CENTURY, AND THE EXAMPLE WAS SHAKESPEARE'S "JULIUS CAESAR." THIS PLAY WAS CHOSEN AS AN EXAMPLE BECAUSE OF THE WIDESPREAD AND ENDURING POPULARITY OF SHAKESPEARE'S WORKS, AS WELL AS THE RELATIVE EASE OF READING SUCH WORKS BY A MODERN AUDIENCE. (THESE WORKS ALSO EXEMPLIFY IN THEIR STYLE, GRAMMAR, AND LANGUAGE A PERIOD OF STANDARDIZATION OF MODERN ENGLISH.) VOCABULARY, MEANING, GRAMMAR, AND PRONUNCIATION CHANGES WERE ILLUSTRATED BETWEEN THE EARLY MODERN ENGLISH OF SHAKESPEARE AND THE ENGLISH OF TODAY, AND RELATED STUDENT EXERCISES WERE SUGGESTED. THIS INTRODUCTION TO THE "HISTORY OF ENGLISH" NOT ONLY DEALT WITH CHANGES AFFECTING THE PRESENT ENGLISH LANGUAGE BUT SERVED AS AN INTRODUCTION TO THE MIDDLE ENGLISH OF CHAUCER WHICH WAS TO BE STUDIED IN A SUBSEQUENT UNIT. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (PM)

ED 010 825

24

REORIENTATION--"THE OPEN BOAT." LITERATURE CURRICULUM III, STUDENT VERSION.

BY- KITZHABER, ALBERT R. CRANE, STEPHEN

OREGON UNIV., EUGENE

REPORT NUMBER CRP-H-149-54

REPORT NUMBER BR-5-0366-54

EDRS PRICE MF-80.09 HC-81.20 30P.

DESCRIPTORS- *CURRICULUM GUIDES, *ENGLISH, *LITERATURE, *LITERATURE GUIDES, *STUDY GUIDES, AMERICAN LITERATURE, CURRICULUM RESEARCH, ENGLISH CURRICULUM, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, STEPHEN CRANE,

A SHORT STORY, STEPHEN CRANE'S "THE OPEN BOAT," AND SUGGESTIONS FOR STUDY OF THE STORY WERE PRESENTED IN A STUDY GUIDE, ONE OF A SERIES OF CURRICULUM GUIDES PRODUCED FOR USE

BY A NINTH-GRADE ENGLISH CLASS. ONE STUDY TECHNIQUE PRESENTED, CALLED "THE EXPLODED DIAGRAM," INVOLVED SEPARATING THE STORY'S CONTENT INTO SUCH SINGLE ELEMENTS AS SUBJECT, FORM, AND POINT OF VIEW, AND EXPANDING EACH ELEMENT FOR DETAILED EXAMINATION. IT WAS SUGGESTED THAT THIS KIND OF ANALYSIS COULD PROVIDE BETTER UNDERSTANDING OF THE TOTAL STORY AND ITS PARTS. THE CORRESPONDING TEACHING GUIDE IS ED 010 826. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (AL)

ED 010 826

24

REORIENTATION--"THE OPEN BOAT." LITERATURE CURRICULUM III, TEACHER VERSION.

BY- KITZHABER, ALBERT R. CRANE, STEPHEN

OREGON UNIV., EUGENE

REPORT NUMBER CRP-H-149-55

REPORT NUMBER BR-5-0366-55

EDRS PRICE MF-80.09 HC-80.52 13P.

DESCRIPTORS- *CURRICULUM GUIDES, *ENGLISH, *LITERATURE, *LITERATURE GUIDES, *TEACHING GUIDES, AMERICAN LITERATURE, CURRICULUM RESEARCH, ENGLISH CURRICULUM, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION, STEPHEN CRANE,

IN THIS TEACHER'S GUIDE FOR NINTH-GRADE ENGLISH CLASSES, AN APPROACH TO THE ANALYSIS OF STEPHEN CRANE'S "THE OPEN BOAT" WAS OUTLINED. THE APPROACH EMPHASIZED DEVELOPMENT OF STUDENT UNDERSTANDING OF THE STORY'S SUBJECT, FORM, AND POINT OF VIEW. THIS APPROACH INCORPORATED THE PRINCIPLES OF ANALYSIS OF LITERATURE THAT WERE INTRODUCED IN THE OREGON SCHOOLS IN THE SEVENTH AND EIGHTH GRADES. COMPARISONS WITH PREVIOUS STYLES, SUBJECTS, AND SYMBOLISM WERE SUGGESTED, AS WELL AS, PARTICULAR REFERENCES TO QUESTIONS OF "MAN, NATURE, AND OTHER MEN." THE CORRESPONDING STUDENT GUIDE IS ED 010 825. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (PM)

ED 010 827

24

THE FAIR MAID OF ASTOLAT. LITERATURE CURRICULUM III.

BY- KITZHABER, ALBERT R.

OREGON UNIV., EUGENE

REPORT NUMBER CRP-H-149-56

REPORT NUMBER BR-5-0366-56

EDRS PRICE MF-80.09 HC-80.64 16P.

DESCRIPTORS- *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *ENGLISH LITERATURE, *LITERATURE GUIDES, *STUDY GUIDES, CURRICULUM RESEARCH, EUGENE, GRADE 9, INSTRUCTIONAL MATERIALS, LEGENDS, LITERATURE, MYTHOLOGY, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

A STUDENT GUIDE FOR THE STUDY OF "THE FAIR MAID OF ASTOLAT" WAS PREPARED FOR USE IN NINTH-GRADE ENGLISH CLASSES. THIS MYTH FROM THE STORIES OF KING ARTHUR AND HIS KNIGHTS OF THE ROUND TABLE RECOUNTS THE TALE OF THE INCOCGNITO SIR LAUNCELOT AND HIS PART IN A TOURNAMENT AND HIS MEETING WITH THE FAIR MAID, ELAINE. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (AL)

ED 010 828

24

THE ODISSEY. LITERATURE CURRICULUM IV, TEACHER VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-53
 REPORT NUMBER BR-5-0366-53
 EDRS PRICE MF-30.00 HC-31.24 31P.

DESCRIPTORS- #CURRICULUM GUIDES, #ENGLISH INSTRUCTION,
 #LITERATURE GUIDES, #TEACHING GUIDES, #MYTHOLOGY, CURRICULUM
 RESEARCH, EUGENE, GRADE 10, HOMER, INSTRUCTIONAL MATERIALS,
 LITERATURE, NEW GRAMMAR, POETRY, PROJECT ENGLISH, SECONDARY
 EDUCATION.

A CURRICULUM GUIDE ON "THE ODISSEY" WAS PREPARED FOR
 TEACHERS. A COMPLETE EXPLANATION OF THE POEM AND A DISCUSSION
 OF THE EPIC TRADITION, OF WHICH THE POEM IS REPRESENTATIVE,
 WERE PROVIDED. THIS UNIT DEPARTED FROM THE PATTERN OF OTHER
 LITERATURE CURRICULUM GUIDES BY PRESENTING ONLY A TEACHER
 VERSION TO SEE HOW WELL GRADE 10 STUDENTS HANDLE A WORK IN
 ITS ENTIRETY WITHOUT STUDY AIDS. RELATED REPORTS ARE ED 010 829
 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832.
 (GC)

ED 010 829

24

REVIEW, EXPANSION OF TRANSITIVE VERBS, DETERMINERS, MORE
 ABOUT QUESTIONS, AND THE NEGATIVE. LANGUAGE CURRICULUM III,
 STUDENT VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-53
 REPORT NUMBER BR-5-0366-53
 EDRS PRICE MF-30.10 HC-32.96 74P.

DESCRIPTORS- #CURRICULUM GUIDES, #ENGLISH, #GRAMMAR,
 #LANGUAGE GUIDES, #STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH
 CURRICULUM, ENGLISH INSTRUCTION, EUGENE, GRADE 9,
 INSTRUCTIONAL MATERIALS, LINGUISTIC PATTERNS, LINGUISTICS,
 NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION.

VARIOUS FORMS OF PHRASE STRUCTURE RULES AND EXPANSION,
 AND THE SINGLE-BASE AND DOUBLE-BASE TRANSFORMATIONS WERE
 INCLUDED AS AN INTRODUCTION TO THIS GRAMMAR REVIEW GUIDE FOR
 NINTH-GRADEERS. THE REVIEW COVERED INDIRECT OBJECT VERBS,
 TRANSITIVE VERBS, DETERMINERS, DEFINITE AND INDEFINITE
 ARTICLES, IMPERATIVES, NEGATIVES, AND CONTRACTIONS AND WAS
 BASED ON THE STRUCTURAL TECHNIQUES TAUGHT IN EARLIER COURSES.
 THE GUIDE INCLUDED WRITTEN EXERCISES AND EXPLANATIONS FOR ALL
 SECTIONS OF THE REVIEW. THE TEACHER VERSION IS ED 010 830.
 RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010
 803 THROUGH ED 010 832. (PH)

ED 010 830

76 72

TEACHER'S MANUAL FOR REVIEW, EXPANSION OF TRANSITIVE VERBS,
 DETERMINERS, MORE ABOUT QUESTIONS, AND THE NEGATIVE. LANGUAGE
 CURRICULUM III.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-53
 REPORT NUMBER BR-5-0366-53
 EDRS PRICE MF-30.10 HC-34.52 113P.

DESCRIPTORS- #CURRICULUM GUIDES, #ENGLISH, #GRAMMAR,
 #LANGUAGE GUIDES, #TEACHING GUIDES, CURRICULUM RESEARCH,
 ENGLISH CURRICULUM, ENGLISH INSTRUCTION, EUGENE, GRADE 9,
 INSTRUCTIONAL MATERIALS, LINGUISTIC PATTERNS, LINGUISTICS,
 NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION.

SUGGESTIONS WERE OFFERED IN THIS TEACHER'S GUIDE FOR
 VARIOUS APPROACHES IN REVIEWING GRAMMAR PREVIOUSLY PRESENTED
 TO NINTH-GRADE STUDENTS. THE GRAMMAR REVIEW COVERED PHRASE
 STRUCTURE RULES, TRANSITIVE VERBS, DETERMINERS,
 INTERROGATIVES, AND NEGATIVES. WHILE THE EXERCISES IN THE
 STUDENT VERSION WERE MEANT TO BE WRITTEN, THE TEACHER'S GUIDE
 CONSISTENTLY SUGGESTED ORAL DISCUSSION AND VISUAL
 DEMONSTRATION BY THE TEACHER TO DETERMINE HOW MUCH STUDENTS
 REMEMBER FROM PREVIOUS COURSES AND WHERE THEY WOULD PROBABLY
 NEED HELP. THE PURPOSE OF THE REVIEW, AS WELL AS THE LEARNING
 EXERCISES, WAS NOT ONLY TO HAVE THE STUDENTS GAIN AN
 UNDERSTANDING AND AN APPRECIATION FOR THE COMPLEXITIES OF
 GRAMMAR, BUT TO HAVE THE STUDENTS REALIZE THAT UNDERNEATH THE
 COMPLEXITIES THERE ARE QUITE SIMPLE GENERALIZATIONS WHICH
 ACCOUNT FOR THEM. THE STUDENT VERSION IS ED 010 829. RELATED
 REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803
 THROUGH ED 010 832. (PH)

ED 010 831

24

TEACHER'S MANUAL FOR INTRODUCTION, THE REASON ADVERB,
 COMPLEMENT VERBS, REVIEW OF EMBEDDING AND CONJUNCTIVE
 TRANSFORMATIONS, THAT-NOUN CLAUSES, THE IMPERATIVE. LANGUAGE
 CURRICULUM IV.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-52
 REPORT NUMBER BR-5-0366-52
 EDRS PRICE MF-30.10 HC-33.24 61P.

DESCRIPTORS- #CURRICULUM GUIDES, #ENGLISH INSTRUCTION,
 #GRAMMAR, #LANGUAGE GUIDES, #LINGUISTIC PATTERNS, #TEACHING
 GUIDES, CURRICULUM RESEARCH, ENGLISH CURRICULUM, EUGENE,
 GRADE 10, INSTRUCTIONAL MATERIALS, LINGUISTICS, NEW GRAMMAR,
 PROJECT ENGLISH, SECONDARY EDUCATION.

FACETS OF GRAMMAR INTRODUCED BEFORE THE 10TH GRADE WERE
 FURTHER EXPLAINED AND AMPLIFIED IN THIS GUIDE FOR TEACHERS OF
 10TH-GRADE ENGLISH. IN ADDITION, PHRASE STRUCTURE RULES WERE
 INTRODUCED, AND A REVIEW SECTION WAS INCLUDED. WHILE
 ADMITTING TO THE COMPLEXITY OF SOME SECTIONS, ESPECIALLY
 THOSE WHICH DEALT WITH COMPLEMENTS, THE GUIDE SUGGESTED
 METHODS FOR HELPING STUDENTS WHO HAVE DIFFICULTY. THE STUDENT
 GUIDE IS ED 010 832. RELATED REPORTS ARE ED 010 129 THROUGH
 ED 010 160 AND ED 010 803 THROUGH ED 010 832. (AL)

ED 010 832

24

INTRODUCTION, THE REASON ADVERB, COMPLEMENT VERBS, REVIEW OF
 EMBEDDING AND CONJUNCTIVE TRANSFORMATIONS, THAT-NOUN CLAUSES,
 AND THE IMPERATIVE. LANGUAGE CURRICULUM IV, STUDENT VERSION.
 BY- KITZHABER, ALBERT R.
 OREGON UNIV., EUGENE
 REPORT NUMBER CRF-H-149-51
 REPORT NUMBER BR-5-0366-51
 EDRS PRICE MF-30.10 HC-32.72 60P.

DESCRIPTORS- #CURRICULUM GUIDES, #ENGLISH CURRICULUM,

*GRAMMAR, *LANGUAGE GUIDES, *LINGUISTIC PATTERNS, *STUDY GUIDES, CURRICULUM RESEARCH, ENGLISH INSTRUCTION, EUGENE, GRADE 10, INSTRUCTIONAL MATERIALS, LINGUISTICS, NEW GRAMMAR, PROJECT ENGLISH, SECONDARY EDUCATION,

REWRITE OR PHRASE STRUCTURE RULES AND TRANSFORMATION RULES OF GRAMMAR WERE FEATURED IN THIS STUDENT VERSION GRAMMAR GUIDE. THE PHRASE STRUCTURE RULES DEFINED WAYS TO REWRITE OR SUBSTITUTE ONE SYMBOL FOR ANOTHER UNTIL AN UNDERLYING, OR KERNEL, SENTENCE IS FORMED. THE TRANSFORMATION RULES DESCRIBED THE WAYS THAT THESE KERNEL SENTENCES COULD BE CHANGED. IN THIS GUIDE, THESE APPROACHES WERE APPLIED TO THE "REASON" ADVERB, COMPLEMENT VERBS, "EMBEDDING" AND CONJUNCTIVE TRANSFORMATIONS, "THAT-NOUN" CLAUSES, AND THE IMPERATIVE. THE CORRESPONDING TEACHER GUIDE IS ED 010 831. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (FM)

ED 010 833 24

AMERICAN HISTORY LABORATORY PROJECT.

BY- TAYLOR, WILLIAM R.
WISCONSIN UNIV., MADISON

REPORT NUMBER BR-6-2407

PUB DATE 12 JAN 67

GRANT OEG-1-6-062407-1212

EDRS PRICE MF-80.09 HC-81.16 29F.

DESCRIPTORS- *CREATIVE WRITING, *HISTORY INSTRUCTION, *INSTITUTE TYPE COURSES, *QUESTIONING TECHNIQUES, *STUDENT RESEARCH, AMERICAN HISTORY, AMERICAN HISTORY LABORATORY PROJECT, COLLEGE INSTRUCTION, CONVENTIONAL INSTRUCTION, EXPERIMENTAL PROGRAMS, INDIVIDUALIZED PROGRAMS, MADISON, NORTHAMPTON, SEMINARS.

AN ATTEMPT WAS MADE BY A GROUP OF HISTORIANS TO DEVISE AN ALTERNATIVE TO THE INTRODUCTORY COLLEGE SURVEY COURSE IN AMERICAN HISTORY THAT WOULD GIVE THE STUDENT A MORE REALISTIC IDEA OF HOW HISTORY IS WRITTEN, AND RESCUE HIM FROM HIS PRESENT ESSENTIALLY PASSIVE ROLE OF ABSORBER OR COMMENTATOR AND FREE HIM TO "DO" HISTORY. THE PROJECT TOOK THE FORM OF AN EXPERIMENTAL COURSE FOR 20 COLLEGE SOPHOMORES, GIVEN IN THE SUMMER OF 1966 AT SMITH COLLEGE, NORTHAMPTON, MASSACHUSETTS. THE STAFF ATTEMPTED TO INDUCE EACH STUDENT TO TRANSFORM AN INTEREST OF HIS INTO A LEGITIMATE HISTORICAL INQUIRY--QUESTION FORMULATION, RESEARCH, AND WRITING. THE PROJECT MET WITH ONLY LIMITED SUCCESS. MOST OFTEN THE STUDENTS LACKED THE RESOURCES AND SKILLS TO "DO" HISTORY IN THE TOTAL SENSE. AT THE TIME OF REPORTING, THE EXPERIMENT WAS BEING CONTINUED AT THE UNIVERSITY OF WISCONSIN IN THE ACADEMIC YEAR 1966-67. THE STAFF THERE WAS INCORPORATING CERTAIN MODIFICATIONS SUGGESTED BY THE SUMMER EXPERIENCE. INSTEAD OF ASKING THE STUDENTS TO GENERATE THEIR OWN PROJECTS, THE STAFF WAS CONFRONTING THEM WITH THE BODY OF DOCUMENTS RELATING TO A CHOSEN HISTORICAL EVENT. THE STAFF WAS ALSO ATTEMPTING TO CHALLENGE THE ASSUMPTION THAT PROJECTS OF THE STUDENTS NEED TO BE INDIVIDUAL ONES. INSTEAD, THE STUDENTS WERE BEING ENCOURAGED TO WORK AS GROUPS. (JH)

ED 010 834 24

SOCIO-ECONOMIC VARIABLES IN THE ACCULTURATION PROCESS--A PILOT STUDY OF TWO WASHO INDIAN COMMUNITIES. FINAL REPORT.

BY- SINIRENKO, ALEX
NEVADA UNIV., RENO

REPORT NUMBER CRF-S-198
REPORT NUMBER BR-5-8131
CONTRACT OEC-5-10-127
EDRS PRICE MF-80.18 HC-85.08 127P.

PUB DATE NOV 66
PAGE 10

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ACCULTURATION, *AMERICAN INDIANS, *COMPARATIVE ANALYSIS, *SOCIOECONOMIC INFLUENCES, INTEGRATION STUDIES, MINORITY GROUPS, PILOT PROJECTS, QUESTIONNAIRES, RENO, SOCIAL DISCRIMINATION, SOCIAL STATUS, WASHO INDIANS.

TO EXAMINE THE IMPACT OF PUBLIC EDUCATION ON ACCULTURATION, THIS PILOT STUDY ATTEMPTED TO DETERMINE IF THERE WAS A SIGNIFICANT DIFFERENCE IN EXTENT OF EDUCATION BETWEEN THOSE WASHO INDIANS WHO WERE ACCULTURATED AND THOSE WHO WERE NOT. WHEN IT WAS FOUND THAT THE EDUCATIONAL LEVEL OF TWO TENTATIVELY SELECTED GROUPS WAS NOT SIGNIFICANTLY DIFFERENT, AN ATTEMPT WAS MADE TO LOCATE FACTORS OTHER THAN EDUCATION WHICH INFLUENCE THE ACCULTURATION OF MINORITY MEMBERS. TWO QUESTIONNAIRES WERE DEVELOPED TO OBTAIN SOCIOECONOMIC AND EDUCATIONAL INFORMATION. THEY WERE PRESENTED TO BOTH AN ACCULTURATED GROUP OF WASHO INDIANS (NEWLY SELECTED) AND THE NONACULTURATED GROUP CONSIDERED PREVIOUSLY. WHILE IT WAS EASILY DETERMINED THAT THE EDUCATIONAL LEVEL DID NOT VARY SIGNIFICANTLY BETWEEN GROUPS, CONCLUSIONS REMAINED TENTATIVE. FURTHER RESEARCH WAS RECOMMENDED. ONE OF THESE CONCLUSIONS WAS THAT COMMUNAL PRESSURES, BOTH FROM INSIDE AND OUTSIDE, OPERATE TO EITHER INHIBIT OR ACCELERATE THE ACCULTURATION OF MINORITIES. (GD)

ED 010 835 24

POLITICAL SOCIALIZATION OF AMERICAN YOUTH--A REVIEW OF RESEARCH WITH IMPLICATIONS FOR SECONDARY SCHOOL SOCIAL STUDIES.

BY- PATRICK, JOHN J.

INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION

REPORT NUMBER CRF-H-223

REPORT NUMBER BR-5-0643

EDRS PRICE MF-80.18 HC-83.44 66P.

PUB DATE MAR 67

DESCRIPTORS- *DEMOCRATIC VALUES, *PERSONAL VALUES, *POLITICAL ATTITUDES, *SECONDARY SCHOOL STUDENTS, *SOCIALIZATION, BEHAVIOR STANDARDS, BLOOMINGTON, EARLY EXPERIENCE, FAMILY ROLE, SCHOOL ROLE, SOCIAL STUDIES,

A REVIEW OF EXISTING RESEARCH WAS MADE ON THE TOPIC OF POLITICAL SOCIALIZATION OF AMERICAN YOUTH. THE AUTHOR POSED THE FOLLOWING QUESTIONS AS SUBTOPICS TO THE OVERALL RESEARCH REVIEW--(1) WHAT IS POLITICAL SOCIALIZATION, (2) WHAT DO YOUNG AMERICANS BELIEVE ABOUT POLITICS, (3) HOW DO YOUNG AMERICANS ACQUIRE POLITICAL BELIEFS, AND (4) HOW IMPORTANT IS EARLY CHILDHOOD LEARNING IN THE FORMATION OF POLITICAL BELIEFS. EACH OF THESE QUESTIONS WAS ANSWERED SEPARATELY, AND ALL ANSWERS WERE DOCUMENTED. IN ADDITION, SOME IMPLICATIONS OF POLITICAL SOCIALIZATION RESEARCH FOR SECONDARY SCHOOL SOCIAL STUDIES PROGRAMS WERE DISCUSSED. A PARTICULAR EFFORT WAS MADE TO SHOW THE NEED FOR NEW EFFORTS TO OVERCOME TENDENCIES TO FORM CLOSED-MINDED ATTACHMENTS TO POLITICAL BELIEFS BY PROVIDING YOUNG PEOPLE WITH THE TOOLS TO THINK REFLECTIVELY AND TO CRITICALLY EXAMINE TRADITIONAL PRACTICES. (JH)

ED 010 836

24

INDIVIDUAL DIFFERENCES IN STUDENT TENDENCIES TO
PERSEVERE--MANIFESTATIONS OF NEURAL TRACE PERSISTENCE.

BY- KAPLAN, RACHEL

MICHIGAN UNIV., ANN ARBOR

REPORT NUMBER CRF-5-249

REPORT NUMBER BR-5-8025

CONTRACT OEC-5-10-451

EDRS PRICE MF-30.18 HC-\$2.44 61P.

PUB DATE JAN 67

DESCRIPTORS- #BEHAVIOR THEORIES, #INDIVIDUAL DIFFERENCES,
#LEARNING PROCESSES, #PERCEPTION, #PSYCHOEDUCATIONAL
PROCESSES, ANN ARBOR, BEHAVIOR PATTERNS, COLLEGE STUDENTS,
EDUCATIONAL IMPROVEMENT, EDUCATIONAL STRATEGIES, FACTOR
ANALYSIS, NEUROLOGY, PERSONALITY, PSYCHOLOGY, THOUGHT
PROCESSES.

THE CONCEPT OF PERSISTENCE WAS EXTENDED TO A MORE
NEURAL LEVEL TO INCLUDE PERSISTENCE OF TRACE ACTIVITY, AND A
STUDY WAS MADE TO SEARCH FOR THE DIMENSIONS OF TRACE
PERSISTENCE. THE STUDY WAS CONDUCTED TO IDENTIFY BEHAVIORAL
DIFFERENCES OF INDIVIDUAL LEARNING PROCESSES AMONG STUDENTS.
THE STUDY DID NOT TAKE THE TRADITIONAL PERSONALITY-MOTIVATION
APPROACH TO INDIVIDUAL DIFFERENCES, BUT RATHER, WAS BASED ON
A NEUROPSYCHOLOGICAL THEORY WHICH POSTULATES THAT NONSPECIFIC
NEURAL ACTIVITY AND PARAMETERS OF SYNAPTIC TRANSMISSION PLAY
VITAL ROLES IN MODULATING INDIVIDUAL TRACE ACTIVITY. DATA
WERE OBTAINED ON SAMPLES OF UNDERGRADUATE COLLEGE STUDENTS,
USING A VARIETY OF MEASURES OF MEMORY, PERCEPTION, COGNITION,
ACADEMIC PERFORMANCE, AND SELF-ANALYSIS. A TOTAL OF 93 WOMEN
PARTICIPATED INDIVIDUALLY IN THE INITIAL PHASE OF THE STUDY,
AND 44 OF THESE RETURNED A YEAR AND A HALF LATER SO THAT
CERTAIN RELIABILITY MEASURES COULD BE OBTAINED. IN ADDITION,
28 MEN SERVED AS SUBJECTS FOR GROUP-ADMINISTERED TESTS.
NONMETRIC FACTOR ANALYSES WERE PERFORMED ON ALL GATHERED
DATA. THE RESULTS SHOWED THERE ARE MEANINGFUL, ORDERLY
DIFFERENCES IN THE WAYS STUDENTS PERCEIVE AND THINK. THE
CONCLUSION WAS DRAWN THAT THE EDUCATION PROCESS MIGHT START
WITH A KNOWLEDGE OF AND RESPECT FOR THE PATTERN OF DIMENSIONS
CHARACTERISTIC OF EACH INDIVIDUAL. (AL)

ED 010 837

24

SOCIAL FACTORS IN EDUCATIONAL ACHIEVEMENT AND ASPIRATIONS
AMONG NEGRO ADOLESCENTS, VOLUME I. DEMOGRAPHIC STUDY.

BY- CRAMER, M. RICHARD AND OTHERS

NORTH CAROLINA UNIV., CHAPEL HILL

REPORT NUMBER CRF-1168-1

PUB DATE

66

VANDERBILT UNIV., NASHVILLE, TENN.

REPORT NUMBER BR-5-0368-1

EDRS PRICE MF-30.36 HC-\$6.64 216P.

DESCRIPTORS- #ACADEMIC PERFORMANCE, #DEMOGRAPHY, #NEGRO
ACHIEVEMENT, #PREDICTIVE MEASUREMENT, #SOUTHERN STATES,
ACADEMIC ASPIRATION, ADOLESCENTS, CHAPEL HILL, EDUCATIONAL
POLICY, FACTOR ANALYSIS, NASHVILLE, NEGRO ATTITUDES, NEGRO
YOUTH, RACE RELATIONS, RACIAL DIFFERENCES, RACIAL FACTORS,
SOCIAL CHARACTERISTICS, SOCIOECONOMIC INFLUENCES,

DEMOGRAPHIC CORRELATES OF EDUCATIONAL PERFORMANCE LEVELS
WERE EXAMINED BY COUNTY IN THE 11 EX-CONFEDERATE SOUTHERN
STATES TO FIND OUT WHETHER THE SAME VARIABLES PREDICT
PERFORMANCE FOR BOTH NEGRO AND WHITE STUDENTS IN THE SAME

WAY. DATA WERE DERIVED MAINLY FROM U.S. CENSUS REPORTS AND
FROM MATERIALS OF STATE AND LOCAL DEPARTMENTS OF EDUCATION.
PERFORMANCE MEASURES USED WERE SCHOOL ATTENDANCE RATES,
AGE-GRADE RETARDATION RATES, DROPOUT RATES, AND COLLEGE
ENTRANCE RATES. A WIDE RANGE OF POSSIBLE PREDICTOR VARIABLES
WAS EXAMINED. DATA WERE ANALYZED FOR EACH STATE SEPARATELY
AND THEN SUMMARIZED FOR THE ENTIRE REGION. THE BEST
PREDICTORS OF THE LEVEL OF ABSOLUTE NEGRO AND WHITE
PERFORMANCE WERE FOUND TO BE (1) "INTRARACE MEDIAN ADULT
EDUCATION," (2) "PER PUPIL EXPENDITURE," AND (3) "POPULATION
PER HOUSEHOLD." "MEDIAN EDUCATION," "EXPENDITURES," AND
"PERCENTAGE IN AGRICULTURE" RANKED HIGH AS PREDICTORS OF THE
RELATIVE PERFORMANCE OF NEGROES (COMPUTED AS A PERCENTAGE OF
THE WHITE PERFORMANCE LEVEL). WITHOUT CONTROLS, "PERCENTAGE
NEGRO" WAS ANOTHER GOOD PREDICTOR OF BOTH WHITE PERFORMANCE
RATES (POSITIVELY RELATED) AND NEGRO RATES (NEGATIVELY
RELATED). POOR PREDICTORS OF PERFORMANCE WERE (1) "PERCENTAGE
URBAN" AND "POPULATION CHANGE," (2) "MEDIAN INCOME," AND (3)
"FREQUENCY OF RACIAL VIOLENCE." POSSIBLE PRACTICAL
APPLICATIONS OF THE FINDINGS WERE DISCUSSED. RELATED
INFORMATION MAY BE FOUND IN ED 010 838. (JH)

ED 010 838

24

SOCIAL FACTORS IN EDUCATIONAL ACHIEVEMENT AND ASPIRATIONS
AMONG NEGRO ADOLESCENTS, VOLUME II. SURVEY STUDY.

BY- CRAMER, M. RICHARD AND OTHERS

NORTH CAROLINA UNIV., CHAPEL HILL

REPORT NUMBER CRF-1168-2

PUB DATE

66

VANDERBILT UNIV., NASHVILLE, TENN.

REPORT NUMBER BR-5-0369-2

EDRS PRICE MF-30.63 HC-\$16.52 413P.

DESCRIPTORS- #ACADEMIC ASPIRATION, #EDUCATIONAL ATTITUDES,
#EDUCATIONAL OBJECTIVES, #NEGRO YOUTH, #POTENTIAL DROPOUTS,
ADOLESCENTS, BACKGROUND, CAREER CHOICE, CHAPEL HILL,
COMPARATIVE ANALYSIS, FACTOR ANALYSIS, NASHVILLE,
QUESTIONNAIRES, RACIAL DIFFERENCES, SOCIAL CHARACTERISTICS,
SOUTHERN STATES, SURVEYS.

THE EDUCATIONAL GOALS AND PLANS OF ADOLESCENTS (GRADES
9-12) IN FOUR SOUTHERN STATES WERE EXAMINED, WITH PARTICULAR
ATTENTION TO NEGRO YOUTH. NEARLY 16,000 BOYS AND GIRLS FROM
17 COUNTIES IN ALABAMA, MISSISSIPPI, NORTH CAROLINA, AND
VIRGINIA WERE SURVEYED BY MEANS OF A QUESTIONNAIRE. FOR MANY
OF THESE STUDENTS, ADDITIONAL BACKGROUND INFORMATION WAS
OBTAINED FROM SCHOOL RECORDS. FINDINGS OF THE SURVEY
INDICATED THAT (1) ABOUT 40 PERCENT OF THE WHITE SUBSAMPLE,
BUT ONLY ABOUT 20 PERCENT OF THE NEGRO SUBSAMPLE, PLANNED TO
ATTEND COLLEGE IN THE YEAR AFTER HIGH SCHOOL GRADUATION, (2)
LESS THAN 10 PERCENT OF THE TOTAL SAMPLE INDICATED THEY MIGHT
ATTEND COLLEGE AT A LATER DATE, AND (3) THAT PART OF THE
SAMPLE PLANNING TO DROP OUT OF HIGH SCHOOL BEFORE GRADUATION
INCLUDED APPROXIMATELY 25 PERCENT OF THE NEGRO BOYS, 17
PERCENT OF BOTH THE WHITE BOYS AND NEGRO GIRLS, AND 14
PERCENT OF THE WHITE GIRLS. CHARACTERISTICS OTHER THAN RACE
WHICH APPEARED TO BE RELATED TO LEVEL OF EDUCATIONAL
EXPECTATIONS AMONG THE SAMPLE (INCLUDING INTELLECTUAL,
SOCIAL, AND MATERIAL FACTORS) WERE STATISTICALLY PRESENTED
AND DISCUSSED. TYPICALLY, WHEN SUCH CHARACTERISTICS WERE
ASSOCIATED WITH Elevated EDUCATIONAL GOALS, THE ASSOCIATION
POINTED TO COLLEGE PLANNING FOR WHITES AND TO FIRM INTENTIONS
NOT TO DROP OUT OF HIGH SCHOOL FOR NEGROES. RELATED

INFORMATION MAY BE FOUND IN ED 010 837. (JH)

ED 010 839

40

EFFECTIVENESS OF AUTOMATED VISUAL PROGRAMED INSTRUCTION WITH PARAPLEGIC AND OTHER SEVERELY HANDICAPPED STUDENTS.

BY- COSS, JOE G. AND OTHERS

DONNEY UNIFIED SCHOOL DISTRICT, CALIF.

REPORT NUMBER BR-5-0611

PUB DATE DEC 66

GRANT OEG-31-14-00410-5016

EDRS PRICE MF-80.09 HC-81.96 49P.

DESCRIPTORS- *ARITHMETIC, *INDIVIDUAL INSTRUCTION, *PHYSICALLY HANDICAPPED, *PROGRAMED INSTRUCTION, *TEACHING MACHINES, CALIFORNIA, DONNEY, RANCHO LOS AMIGOS HOSPITAL, SECONDARY SCHOOL STUDENTS, VISUAL LEARNING,

TWENTY-EIGHT PARAPLEGIC, QUADRUPLEGIC, CEREBRAL PALSYED, AND OTHER SEVERELY PHYSICALLY HANDICAPPED SECONDARY STUDENTS, PATIENTS IN THE LOS ANGELES COUNTY RANCHO LOS AMIGOS HOSPITAL, WERE INCLUDED IN A STUDY OF THE EFFECTIVENESS OF AUTOMATED VISUAL PROGRAMED INSTRUCTION. SUBJECTS WERE DIVIDED INTO FOUR MATCHED GROUPS BY READING LEVEL AND INTELLIGENCE. FOUR TREATMENT MODES WERE USED TO TEACH ARITHMETIC FRACTIONS AND DECIMALS. TWO GROUPS ALTERNATED BETWEEN TEACHING MACHINES (TM) AND CLASSROOM (C). ONE GROUP REMAINED CONTINUOUSLY WITH THE TEACHER AND ONE CONTINUOUSLY WITH THE MACHINES. MACHINE CONTROLS WERE ADAPTED TO DISABILITIES. INDEPENDENT VARIABLES WERE--(1) INSTRUCTION MATERIALS WITH UNITS SPLIT AT MIDPOINT PROVIDING FOUR UNITS--INSTRUCTIONAL CONTENT USED BY MACHINES AND TEACHERS WAS IDENTICAL, (2) MODES OF INSTRUCTION, AND (3) MATCHING CRITERIA, READING LEVEL AND INTELLIGENCE. DEPENDENT VARIABLES WERE--(1) TIME REQUIRED TO COMPLETE UNITS, (2) PERFORMANCE IN TERMS OF MEAN DIFFERENCE SCORES (PRETEST, MIDTEST, POST-TEST), AND (3) RATE OF LEARNING AND PERCENT OF ERROR. FINDINGS WERE--(1) THE TM MODE OF INSTRUCTION WAS ABOUT TWO-THIRDS MORE EFFICIENT IN TIME, (2) THE TM MODE WAS MOST EFFECTIVE IN TANDEM WITH THE C MODE, (3) THE TM MODE WAS MOST EFFECTIVE WITH LOWER INTELLIGENCE SUBJECTS, (4) THE C INSTRUCTION MODE BECAME MORE EFFECTIVE AS INSTRUCTION MATERIAL BECAME MORE COMPLEX (DIFFICULT), (5) THE MOST EFFECTIVE SEQUENCE IS TM FOLLOWED BY C INSTRUCTION, AND (6) OPERATION OF MACHINES CAN BE ADAPTED TO DISABILITIES. (TC)

ED 010 840

26

SCHOOL PLANT RESEARCH AND PLANNING INFORMATION ABSTRACT SERVICE, (NCSC ABSTRACT SERVICE).

BY- STREVELL, WALLACE H.

HOUSTON UNIV., TEX.

REPORT NUMBER BR-5-8348

PUB DATE SEP 66

CONTRACT OEC-4-6-066348-0677

EDRS PRICE MF-80.18 HC-83.60 80P.

DESCRIPTORS- *ABSTRACTING, *EDUCATIONAL FACILITIES, *EDUCATIONAL RESEARCH, *INDEXING, *INFORMATION SYSTEMS, HOUSTON, NCSC ABSTRACT SERVICE, PILOT PROJECTS,

A 1-YEAR PILOT PROJECT OF DOCUMENT ABSTRACTION WAS UNDERTAKEN BY A VOLUNTARY PANEL OF 32 SCHOOL PLANT SPECIALISTS FROM THE MEMBERSHIP OF THE NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION. THE GOAL OF THIS PILOT STUDY, CARRIED OUT AT THE UNIVERSITY OF HOUSTON, WAS TO IDENTIFY, ACQUIRE, ABSTRACT, AND DELIVER TO THE EDUCATIONAL RESEARCH

INFORMATION CENTER 1,000 DOCUMENTS OF EDUCATIONAL FACILITY RESEARCH AND DEVELOPMENT INFORMATION RELEASED SINCE 1960 THAT WERE UNPUBLISHED OR OF LOW CIRCULATION. THE SYSTEM OF PROCEDURES FOR THE PROJECT WAS DESCRIBED. THESE PROCEDURES INCLUDED PREPARATION OF A SOURCE LIST, INSTRUCTIONS TO ABSTRACTORS, REQUESTS FOR MATERIALS, EVALUATION OF MATERIALS, AND ORGANIZATION OF DOCUMENTS AND ABSTRACTS FOR STORAGE AND RETRIEVAL. THE TYPES OF DOCUMENTS ABSTRACTED WERE (1) RULES, REGULATIONS, AND PLANNING, (2) WORKSHOPS, SYMPOSIUMS, AND CONFERENCES, (3) ACTION RESEARCH, AND (4) CONTROLLED RESEARCH. THE DOCUMENTS WERE OBTAINED FROM STATE AGENCIES, CONFERENCE REPORTS, PROFESSIONAL JOURNALS AND MAGAZINES, PRIVATE INDUSTRY, UNIVERSITY RESEARCH, PROFESSIONAL ASSOCIATIONS, AND DOCTORAL THESES. (AL)

ED 010 841

24

CURRICULUM STUDY CENTER IN ENGLISH COMPOSITION (REVISED).

BY- DOUGLAS, WALLACE W.

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER CRF-H-003

PUB DATE 31 MAR 67

REPORT NUMBER BR-5-0666

CONTRACT OEC-2-10-114

EDRS PRICE MF-80.27 HC-86.16 154P.

DESCRIPTORS- *COMPOSITION (LITERARY), *CURRICULUM DEVELOPMENT, *INSTRUCTIONAL MATERIALS CENTERS, *LESSON PLANS, *WRITING, CURRICULUM GUIDES, CURRICULUM STUDY CENTER IN ENGLISH COMPOSITION, ENGLISH CURRICULUM, EVANSTON, GRADE 4, PROJECT ENGLISH, SECONDARY EDUCATION,

BASING ITS WORK ON INVESTIGATION OF SCHOOL PRACTICES AND ANALYSIS OF THE WRITING PROCESS OF CHILDREN, THE NORTHWESTERN CURRICULUM STUDY CENTER DEVELOPED A CURRICULUM IN COMPOSITION FOR THE LOWER SECONDARY GRADES. THE LESSONS DEVELOPED FOR THE SEVENTH AND EIGHTH GRADES HAD THEIR BASIS IN PESTALOZZIAN OBJECT TEACHING WHICH STRESSES SPECIFICITY AND CONCRETENESS. IN THE NINTH- AND TENTH-GRADE LESSONS, OBSERVATION WAS EXTENDED TO REFLECTION. THESE PRINCIPLES WERE ALSO THE BASIS FOR THE FORMULATION OF SPECIAL SETS OF LESSONS FOR USE WITH DISADVANTAGED FOURTH-GRADE CHILDREN. THROUGHOUT, THE LESSONS WERE PLANNED AS ILLUSTRATIONS OF THE VARIOUS STAGES OF THE WRITING PROCESS, ESPECIALLY THOSE PRIOR TO THE ACTUAL WRITING DOWN OF WORDS. OBSERVATION AND TESTIMONY SUGGESTED THAT THIS APPROACH LEADS CHILDREN INTO MAKING WRITING A MEANINGFUL PART OF THEIR EXPERIENCE. INCLUDED IN THE REPORT WERE THE ORGANIZATIONAL FORMAT OF THE CURRICULUM CENTER, A VISITATION CALENDAR, CURRICULUM CENTER BULLETINS, LISTS OF COOPERATING SCHOOLS AND PERSONNEL, AND REPORTS ON RELATED PROJECTS OF THE CENTER. (GD)

ED 010 842

24

A STUDY OF THE RELATIONSHIP BETWEEN THE PERCEPTION OF MUSICAL PROCESSES AND THE ENJOYMENT OF MUSIC.

BY- DUERKSEN, GEORGE L.

MICHIGAN ST. UNIV., EAST LANSING

REPORT NUMBER BR-6-8311

PUB DATE DEC 66

CONTRACT OEC-3-6-066311-1603

EDRS PRICE MF-80.27 HC-87.64 181P.

DESCRIPTORS- *AUDITORY PERCEPTION, *MUSIC ACTIVITIES, *MUSIC EDUCATION, *PERCEPTION TESTS, *STUDENT REACTION, ACADEMIC ATTITUDE, COLLEGE STUDENTS, EAST LANSING, HIGH SCHOOL

STUDENTS, LEARNING EXPERIENCE,

STUDENT RECOGNITION OF THEMES IN MUSIC THAT WERE REPEATED OR ALTERED THROUGHOUT 14 MUSICAL ITEMS WAS MEASURED BY USE OF AN AUDIOVISUAL TESTING DEVICE. AFFECTIVE RESPONSE TO THE THEMES WAS INDICATED, USING A SEVEN-POINT SCALE OF LIKE-DISLIKE. ASSOCIATIONS BETWEEN THE MEASURED RECOGNITION AND SUCH ITEMS AS MUSICAL EXPERIENCE, ACADEMIC APTITUDE, AND MUSICAL PREFERENCES WERE EXAMINED. THE ANSWER BOOKLET FOR THE TEST CONTAINED A QUESTIONNAIRE TO GATHER DATA ABOUT EACH SUBJECT'S MUSICAL EXPERIENCES AND PREFERENCES. CUMULATIVE GRADE POINT AVERAGES WERE OBTAINED FROM SCHOOL RECORDS. THE TOTAL SAMPLE TESTED INCLUDED 1,572 COLLEGE AND UNIVERSITY STUDENTS, BOTH MUSIC AND NONMUSIC MAJORS IN FOUR MIDWESTERN STATES, AND 342 HIGH SCHOOL STUDENTS IN MICHIGAN. RECOGNITION SCORES AND OTHER DATA WERE GATHERED AND STATISTICALLY TREATED. RESULTS INDICATED THAT RECOGNITION SKILLS SEEMED TO BE (1) SIGNIFICANTLY ASSOCIATED WITH PARTICIPATION IN MUSICAL ACTIVITIES EXTENDED OVER LONG TIME PERIODS AND (2) ASSOCIATED WITH LISTENING EXPERIENCE. RECOGNITION SKILLS DID NOT SEEM TO BE ASSOCIATED WITH OVERALL ACADEMIC APTITUDE, NOR WITH THE TOTAL AMOUNT OF ACADEMIC STUDY IN COURSES OF MUSIC THEORY, HISTORY, AND LITERATURE. STATISTICALLY SIGNIFICANT BUT LOW, POSITIVE CORRELATIONS WERE FOUND BETWEEN (1) RECOGNITION SKILLS AND EXPRESSED PREFERENCE FOR CLASSICAL MUSIC, AND (2) THE RECOGNITION SCORE ACHIEVED ON MOST TEST ITEMS AND THE DEGREE OF LIKING EXPRESSED FOR THE MUSIC OF THE ITEMS. THE AUTHOR SUGGESTED THAT THE PROJECT FINDINGS WOULD PROVIDE TENTATIVE DIRECTION IN PLANNING CURRICULUMS TO ENHANCE ACHIEVEMENT IN AND APPRECIATION OF MUSIC. (AL)

FD 910 813

A STUDY OF SELECTED SPELLING-TO-SOUND CORRESPONDENCE PATTERNS.

BY- VENEZKY, RICHARD L. WEIR, RUTH H.
STANFORD UNIV., CALIF.

REPORT NUMBER CRP-3090
REPORT NUMBER BR-5-0454
EDDIE PRICE ME-80-18 NC-83-80 952

DESCRIPTORS- #LINGUISTIC PATTERNS, #MODELS, #PRONUNCIATION, #READING RESEARCH, #SPELLING, GRAPHEMES, ORTHOGRAPHIC SYMBOLS, PHONEMES, READING PROCESSES, STANFORD.

A LINGUISTIC MODEL WAS DEVELOPED FOR RELATING SPELLING TO SOUND AND TO EXPLORE THOSE FACETS OF ENGLISH ORTHOGRAPHY WHICH MIGHT RELATE TO THE READING PROCESS. A DETAILED ANALYSIS OF THE BASIS OF THE ORTHOGRAPHY WAS MADE WHICH INCLUDED DISCUSSIONS OF THE GRAPHEME-PHONEME PARALLEL, RELATIONAL UNITS, MARKERS, AND GRAPHEMIC ALTERNATIONS. REVISIONS AND EXTENSIONS WERE MADE TO FORMULATE THIS IDEAL SYSTEM FOR TRANSLATING FROM SPELLING TO SOUND, BASED ON AN ORIGINAL GROUP OF 20,000 WORDS. TENTATIVE IMPLICATIONS POINTED TO THE POSSIBILITY OF TEACHING VARIOUS PRONUNCIATIONS NOT BY THE SIMPLE-SEQUENCE METHOD WHERE VARIANT PRONUNCIATIONS ARE PRESENTED SEQUENTIALLY, BUT BY OFFERING ALL THE DIFFERENT PRONUNCIATIONS AT ONCE, WORKING WITH PAIRS OF WORDS WHICH SHOW THE DIFFERENT PRONUNCIATIONS. IT WAS FELT THAT THE POTENTIAL GENERALIZATION DERIVED FROM THIS DIFFERENTIATION APPROACH SHOULD EFFECT BETTER RESULTS THAN THE SIMPLE-SEQUENCE METHOD. (60)

ED 010 811

AN EXPLORATORY STUDY OF COLLECTIVE VALUES AND CONFLICTS AMONG
COLLEGE PROFESSORS, VALUES, STATUS, INFLUENCE, SALARY, AND
PHYSICS PROFESSORS.

BY- HAMBLIN, ROBERT L.

WASHINGTON UNIV., ST. LOUIS, SOCIAL SCIENCE INST.

REPORT NUMBER CRP-5-487

REPORT NUMBER 88-5-8423

CONTRACT SEC-6-10-232

EDGES PRICE ME=80.09 MC=81.40 33P.

DESCRIPTORS- *COLLEGE FACULTY, *PROFESSORS, *STATUS, *TEACHER SALARIES, *VALUES, GRADUATE PROFESSORS, GRADUATE STUDY, PHYSICS TEACHERS, ROLE CONFLICT, ST. LOUIS,

USING RATIO METHODS OF PSYCHO PHYSICS, THE INVESTIGATOR STUDIED LOCAL AND PROFESSIONAL STATUS SYSTEMS OF TWO PHYSICS DEPARTMENTS. TO CLARIFY THE NATURE OF AND THE RELATIONSHIP BETWEEN LOCAL AND PROFESSIONAL STATUS, AND, IN TURN, THEIR RELATIONSHIP TO INFLUENCE AND SALARY, RELEVANT DATA WERE COLLECTED FROM PROFESSORS AND GRADUATE STUDENTS THROUGH PERSONAL INTERVIEWS. THE RESPONDENT EXCHANGE THEORY OF STATUS, WHICH IS BASED ON A PROPORTIONAL RELATIONSHIP BETWEEN STATUS AND INCOME, WAS THE THEORETICAL FRAMEWORK WHICH PROVIDED THE RATIONALE FOR THE STUDY. POOLED ESTIMATES MADE BY THE PROFESSORS THEMSELVES INDICATED THAT THE AMOUNT OF INFLUENCE A PROFESSOR HAS WILL INCREASE AS A POWER FUNCTION OF THE AMOUNT OF LOCAL STATUS HE HAS IN THE DEPARTMENT. IN ADDITION, THE AMOUNT OF SALARY A PROFESSOR RECEIVED VARIED APPROXIMATELY AS A SQUARE ROOT FUNCTION OF HIS LOCAL STATUS. BOTH LOCAL AND PROFESSIONAL STATUS APPEARED TO BE DETERMINED BY A SET OF VARIABLES. IN GENERAL, THE RESULTS SUPPORTED THE RESPONDENT EXCHANGE THEORY OF STATUS. (GD)

ED 910 815

THE IDENTIFICATION AND COMPARISON OF THE COMMON PROFESSIONAL TRAINING NEEDS AND REQUIREMENTS FOR TEACHERS OF VOCATIONAL EDUCATION. (PHASE 1 - THE INSTRUMENT).

BY- COURTNEY, E. WAYNE
STOUT STATE UNIV., MENOMONIE, WIS.

REPORT NUMBER BR-6-6319

GRANT OEG-3-6-06813-1823
EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- *COURSE OBJECTIVES, *DATA COLLECTION,
*MEASUREMENT INSTRUMENTS, *TEACHER QUALIFICATIONS,
*VOCATIONAL EDUCATION, EDUCATIONAL OBJECTIVES, ITEM ANALYSIS,
MENOMONIE, TEACHER PROGRAMS.

AN INSTRUMENT WAS DEVELOPED THAT COULD BE USED FOR ESTABLISHING THE CORE OF PROFESSIONAL KNOWLEDGES AND ABILITIES REQUIRED IN TRAINING PROGRAMS FOR VOCATIONAL TEACHERS IN FIVE AREAS. THE DISCIPLINES REPRESENTED IN THE PROCESS OF IDENTIFICATION INCLUDED (1) TRADE AND INDUSTRIAL EDUCATION; (2) BUSINESS EDUCATION; (3) HOME ECONOMICS EDUCATION; (4) AGRICULTURE EDUCATION, AND (5) DISTRIBUTIVE EDUCATION. PROFESSIONAL COURSES REQUIRED FOR THE PREPARATION OF VOCATIONAL TEACHERS WERE REVIEWED, AND A COMPOSITE LISTING WAS MADE OF KNOWLEDGES AND SKILLS WHICH WERE UNIQUE TO THE DISCIPLINES BEING STUDIED. WITH THE HELP OF CONSULTANTS, KNOWLEDGES AND SKILLS TO BE INCLUDED IN THE INSTRUMENT WERE SELECTED. THE 200 COMPONENTS OF THE FINAL LISTING WERE THEN

INCORPORATED IN THE INSTRUMENT USING LIKERT SCALES TO RATE THE NEED FOR EACH KNOWLEDGE AND SKILL IN THE WORKER'S JOB. THE COMPLETED INSTRUMENT WAS DEEMED READY FOR THE FIELD TESTING PHASE. (GD)

ED 010 846

24

SOME PERSONAL CHARACTERISTICS OF CAMPUS STUDENT LEADERS--A COMPARISON OF SOCIAL-POLITICAL ACTION LEADERS WITH FOUR OTHER CATEGORIES OF STUDENT LEADERS.

BY- WINBORN, BOB B.

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER BR-6-8504

CONTRACT OEC-3-7-068504-0270

EDRS PRICE MF-80.27 HC-87.48 187P.

PUB DATE 23 DEC 66

DESCRIPTORS- *COLLEGE STUDENTS, *PERSONALITY ASSESSMENT, *POLITICAL ATTITUDES, *SOCIAL ATTITUDES, *STUDENT LEADERSHIP, BLOOMINGTON, COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, COMPARATIVE ANALYSIS, DATA COLLECTION, SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, STATISTICAL ANALYSIS, TESTS OF SIGNIFICANCE,

THIS INVESTIGATION WAS DESIGNED TO PROVIDE DATA ABOUT THE CHARACTERISTICS OF SOCIAL-POLITICAL ACTION LEADERS AT ONE UNIVERSITY AND TO COMPARE THOSE CHARACTERISTICS WITH OTHER TYPES OR CATEGORIES OF STUDENT LEADERS. NINE RESEARCH HYPOTHESES IN NULL FORM WERE FORMULATED TO FACILITATE STATISTICAL TREATMENT OF THE DATA. FROM A TOTAL OF 559 ELECTED OFFICERS OF STUDENT ORGANIZATIONS ON THE CAMPUS OF INDIANA UNIVERSITY, FIVE CATEGORIES OF STUDENT LEADERS WERE FORMED SO THAT COMPARISONS COULD BE MADE BETWEEN LEADERS OF GROUPS DIFFERIN IN STATED PURPOSES AND GOALS. EACH SUBJECT COMPLETED THE "SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE," THE "COLLEGE AND UNIVERSITY ENVIRONMENT SCALES," AND A PERSONAL DATA FORM. THE NINE NULL HYPOTHESES WERE REJECTED. SIGNIFICANT DIFFERENCES WERE OBSERVED AMONG GROUP LEADERS IN TERMS OF MEASURED PERSONALITY CHARACTERISTICS, PERCEIVED CAMPUS ENVIRONMENTAL CHARACTERISTICS, AND SELECTED DEMOGRAPHIC AND PERSONAL CHARACTERISTICS. THESE RESULTS SUGGESTED THAT A UNIQUE COMBINATION OF PERSONALITY TRAITS PRIMARILY INVOLVING RADICALISM, EXPEDIENCY, AND INDEPENDENCE SERVE TO DIFFERENTIATE LEADERS OF SOCIAL-POLITICAL ACTION GROUPS FROM LEADERS OF REFERENT GROUPS. (GD)

ED 010 847

24

VERBAL AND NONVERBAL LEARNING IN CHILDREN INCLUDING THOSE WITH HEARING LOSSES, PART II.

BY- GAETH, JOHN H.
WAYNE STATE UNIV., DETROIT, MICH.

REPORT NUMBER CRF-2207

PUB DATE

66

REPORT NUMBER BR-3-0661

CONTRACT OEC-4-10-033

EDRS PRICE MF-80.45 HC-810.92 273P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *MULTISENSORY LEARNING, *NONVERBAL LEARNING, *PAIRED ASSOCIATE LEARNING, *VERBAL LEARNING, AURAL LEARNING, AURALLY HANDICAPPED, DETROIT, LEARNING PROCESSES, LEARNING THEORIES, VISUAL LEARNING.

THIS STUDY WAS THE SECOND PART OF AN INVESTIGATION OF VERBAL LEARNING IN CHILDREN, THE FIRST PART BEING CONCERNED

WITH THE EFFECTS OF AUDITORY, VISUAL, AND COMBINED AUDIOVISUAL PRESENTATIONS UPON THE LEARNING OF VARIOUS KINDS OF MATERIALS IN A PAIRED-ASSOCIATE PARADIGM. THIS PORTION OF THE STUDY INVOLVED AN EXTENSIVE INVESTIGATION OF THE PARAMETERS OF THE EARLIER FINDINGS. THE PURPOSE OF THIS PORTION OF THE STUDY WAS TO EXPLORE THE VARIABLES THAT DETERMINE THE SELECTION OF A SINGLE MODALITY FROM A BIMODAL PRESENTATION. AS A RESULT, THE DIMENSIONS OF MEANINGFULNESS, THE RELATIONSHIP OF MEANINGFULNESS TO THE STUDENT'S CHOICE OF THE AUDIO OR THE VISUAL MODE OF PRESENTATION, AND THE EFFECTS OF THE FINDINGS ON THE EDUCATION AND TRAINING OF NORMAL AND HARD-OF-HEARING CHILDREN WERE INVESTIGATED UNDER CONDITIONS OF A RECALL, PAIRED-ASSOCIATE PARADIGM AND THROUGH ESTIMATIONS OF ASSOCIATION VALUES FOR A LARGE PORTION OF THE MATERIALS USED IN PAIRED-ASSOCIATE TASKS. THE AUTHOR CONCLUDED THAT THE CONCEPT OF MEANINGFULNESS IS MORE COMPLEX THAN HAD BEEN ASSUMED AND THAT SUCH PARAMETERS AS "THE ABILITY TO PRONOUNCE" AND "DISCRIMINABILITY" AFFECT LEARNING IN CHILDREN IN THE SAME MANNER AS THEY DO IN ADULTS. MOREOVER, MEANINGFULNESS IS NOT TO BE VIEWED IN AN ABSOLUTE FASHION BUT IS ALWAYS RELATIVE TO THE CONTEXT IN WHICH THE MATERIAL TO BE LEARNED IS PLACED. TO THE EXTENT THAT THE SAME MATERIALS PRODUCED DIFFERENT LEVELS OF PERFORMANCE IN DIFFERENT SITUATIONS, MEANING CAN BE SAID TO BE RELATIVE. THE FIRST PART OF THIS PROJECT IS ED 001 264. (GD)

ED 010 848

24

A COMPARISON OF THE ORAL LANGUAGE DEVELOPMENT OF HEAD START PUPILS WITH NON-HEAD START PUPILS.

BY- DANIEL, ARTIE A. GILES, DOUGLAS E.

PUB DATE AUG 66

REPORT NUMBER BR-6-8293

GRANT OEG-4-6-068293-0644

EDRS PRICE MF-80.09 HC-82.16 54P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *LANGUAGE DEVELOPMENT, *FRESCHOOL EVALUATION, *FRESCHOOL LEARNING, *VERBAL ABILITY, COMPARATIVE ANALYSIS, DENTON, HEAD START, LANGUAGE ENRICHMENT, LANGUAGE LEARNING LEVELS, LEARNING EXPERIENCE, SPEAKING, SPEECH EDUCATION, VOCABULARY,

ORAL LANGUAGE DEVELOPMENT OF TWO GROUPS OF DISADVANTAGED FIRST-GRADE CHILDREN WAS COMPARED. ONE GROUP OF 52 SUBJECTS PARTICIPATED IN A PROJECT HEAD START SUMMER PROGRAM, AND THE OTHER GROUP OF 52 SUBJECTS DID NOT. TO DETERMINE IF CHILDREN OF LIMITED OPPORTUNITY, PARTICIPATING IN PROGRAMS DESIGNED TO BROADEN EXPERIENCES, EXHIBIT SUPERIOR LANGUAGE DEVELOPMENT SEVERAL MONTHS AFTER SUCH PARTICIPATION, THE INVESTIGATOR DEVELOPED AND ADMINISTERED A MEASUREMENT OF VARIOUS ASPECTS OF ORAL LANGUAGE. FINDINGS SHOWED THAT (1) PROJECT HEAD START PARTICIPANTS DISPLAYED GREATER ORAL LANGUAGE DEVELOPMENT THAN NON-HEAD START PARTICIPANTS FOR BOTH BOYS AND GIRLS, AND (2) PROJECT HEAD START ACTIVITIES WERE MORE EFFECTIVE IN ENCOURAGING THE ORAL LANGUAGE DEVELOPMENT OF LOW-INTELLIGENCE PUPILS THAN HIGH-INTELLIGENCE PUPILS. BASED ON THESE FINDINGS, RECOMMENDATIONS WERE MADE FOR TYPES OF MATERIALS AND ACTIVITIES TO BE INCLUDED IN HEAD START CURRICULUMS, AND FOR FUTURE RESEARCH IN THIS AREA. (GD22)

ED 010 849

24

THE STUDENT-TEACHING TRIAD--THE RELATIONSHIP OF ATTITUDES AMONG STUDENT TEACHERS, COLLEGE SUPERVISORS, AND COOPERATING TEACHERS.

BY- YEE, ALBERT H.
 TEXAS UNIV., AUSTIN, COLL. OF EDUCATION
 REPORT NUMBER CRP-S-456
 REPORT NUMBER BR-5-8354
 EDRS PRICE MF-80.27 HC-86.56 184P.

DESCRIPTORS- *EDUCATIONAL STRATEGIES, *INTERPERSONAL RELATIONSHIP, *STUDENT TEACHING, *SUPERVISORY METHODS, *TEACHER EDUCATION, AUSTIN, COOPERATIVE PROGRAMS, STUDENT EVALUATION, TEACHER MOTIVATION, TEACHER PROGRAMS, TEACHER SUPERVISION, TEACHING PROGRAMS.

INTERPERSONAL ATTITUDINAL RELATIONSHIPS AMONG STUDENT TEACHERS, COOPERATING TEACHERS, AND COLLEGE SUPERVISORS IN THE TEACHER-TRAINING TRIAD WERE INVESTIGATED. RELIABILITY TESTS RUN ON THE INSTRUMENTS USED IN THIS STUDY SHOWED THAT THE INSTRUMENTS WERE INTERNALLY CONSISTENT AND DID REVEAL ATTITUDINAL RELATIONSHIPS. A THEORETICAL FRAMEWORK WAS DEVELOPED AROUND THE STUDENT-TEACHING TRIAD, AND CERTAIN QUESTIONS WERE RAISED CONCERNING THE INTERPERSONAL BEHAVIOR EVENTS INVOLVING THE STUDENT TEACHER ACTING AS A FOLLOWER AND HIS COLLEGE SUPERVISOR AND COOPERATING TEACHER ACTING AS LEADERS. THE STUDY'S RESULTS, BASED ON EVIDENCE GATHERED FROM 124 TRIADS, INDICATED THAT THE FOREMOST CONCERN FOR WORKERS IN STUDENT TEACHING IS THE DEVELOPMENT OF GREATER COHESIVENESS AND INTERACTION IN THE STUDENT-TEACHING TRIAD. THE RESULTS, HOWEVER, SHOWED THAT THE TRIAD RELATIONSHIPS MORE OFTEN RESEMBLED COMPETITIVE TRIAD SETTINGS RATHER THAN COOPERATIVE TRIAD SITUATIONS. (GD)

ED 010 850 24
 A METHODOLOGY FOR DETERMINING FUTURE PHYSICAL FACILITIES REQUIREMENTS FOR INSTITUTIONS OF HIGHER EDUCATION.
 BY- YURKOVICH, JOHN V.
 WISCONSIN UNIV., MADISON
 REPORT NUMBER CRP-2920
 REPORT NUMBER BR-5-0765
 CONTRACT OEC-5-10-291
 EDRS PRICE MF-80.27 HC-87.76 194P.

DESCRIPTORS- *COLLEGE PLANNING, *COMPUTER ORIENTED PROGRAMS, *EDUCATIONAL FACILITIES, *OPERATIONS RESEARCH, *SYSTEMS DEVELOPMENT, HIGHER EDUCATION, INSTITUTIONS, MADISON, METHODS RESEARCH, SCHOOL DESIGN, SCIENTIFIC METHODOLOGY, SYSTEMS APPROACH.

A COMPUTERIZED METHODOLOGY FOR DETERMINING THE PHYSICAL FACILITIES REQUIREMENTS OF A LARGE UNIVERSITY WAS DEVELOPED. THE RESEARCH INCLUDED THE DEVELOPMENT, IMPLEMENTATION, AND TESTING OF SYSTEMS FOR (1) CLASSIFYING SPACE, (2) MAINTAINING A PERPETUAL SPACE INVENTORY, (3) CONDUCTING ROOM UTILIZATION STUDIES, (4) PROJECTING STUDENTS BY A SET OF DEFINED MEASURES, (5) PROJECTING STAFF AND THEIR SPACE NEEDS, AND (6) INTEGRATING THE STRUCTURED INPUT DATA, AND (7) PROJECTING FUTURE PHYSICAL FACILITIES REQUIREMENTS. EACH SYSTEM WAS IMPLEMENTED AND TESTED BY DIRECT APPLICATION TO THE INSTITUTIONAL NEEDS OF THE UNIVERSITY OF WISCONSIN. IN THE REPORT OF THE METHODOLOGY, THE DIMENSIONS INHERENT IN THE DEVELOPMENT OF A SPACE PROGRAM, THE REQUIRED DATA SYSTEMS, AND THE ORGANIZATION OF THE SYSTEMS FOR PROJECTING SPACE REQUIREMENTS WERE DISCUSSED. CONTAINED IN THE APPENDICES WERE CODE LISTS, DATA REPORTS, DETAILED GUIDES, FLOWCHART

REPRESENTATIONS OF THE SYSTEMS, AND SUPPORTIVE INFORMATION PERTINENT TO SPACE MANAGEMENT AND PLANNING. (GD)

ED 010 851 24
 A STUDY OF THE EFFECTS OF AWARENESS ON CONCEPT FORMATION.
 BY- LANYON, RICHARD I.
 RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
 REPORT NUMBER CRP-S-439
 REPORT NUMBER BR-5-8430
 EDRS PRICE MF-80.00 HC-81.56 42P.

DESCRIPTORS- *CONCEPT FORMATION, *INTELLIGENCE, *LEARNING PROCESSES, *PSYCHOLOGICAL PATTERNS, *VERBAL LEARNING, COGNITIVE PROCESSES, MENTAL DEVELOPMENT, NEW BRUNSWICK, VERBAL ABILITY, VERBAL DEVELOPMENT.

THE LEARNING OF VERBALLY CONDITIONED MATERIAL WAS STUDIED TO CLARIFY SOME OF THE CONDITIONS UNDER WHICH SUCH LEARNING IS ACCOMPANIED BY THE USE OF HIGHER MENTAL PROCESSES, AND THE CONDITIONS UNDER WHICH IT IS NOT. THE STARTING POINT FOR THIS RESEARCH WAS THE PREMISE THAT LEARNING IN VERBAL CONDITIONING CAN OCCUR EITHER WITH OR WITHOUT AWARENESS ON THE PART OF THE LEARNER. TO CLARIFY SOME OF THE CONDITIONS UNDER WHICH LEARNING OF VERBALLY CONDITIONED MATERIAL IS ACCOMPANIED BY THE USE OF HIGHER MENTAL PROCESSES OR NOT, THE INVESTIGATOR STUDIED THE EFFECTS OF TWO SUBJECT VARIABLES, INTELLIGENCE AND PSYCHOLOGICAL SET, AND THREE TASK VARIABLES. HE CONCLUDED THAT LEARNING CAN TAKE PLACE IN SUBJECTS OF AVERAGE INTELLIGENCE, OR BELOW, IN VERBAL CONDITIONING WITHOUT AN ACCOMPANYING AWARENESS ON THE PART OF THE LEARNER. IN ADDITION, LEARNING WITHOUT AWARENESS IN VERBAL CONDITIONING CAN ALSO TAKE PLACE IF THE SUBJECTS DO NOT HAVE A PSYCHOLOGICAL SET. FINALLY, HE CONCLUDED THAT THE FORMATION OF AWARENESS WHILE LEARNING IS RELATED TO SEVERAL ASPECTS OF THE LEARNING TASK. (GD)

ED 010 852 24
 THE CONCEPTS OF KNOWLEDGE OF PEIRCE AND DEWEY--THE RELATION TO EDUCATION.
 BY- COOPER, TED L.
 STANFORD UNIV., CALIF.
 REPORT NUMBER BR-5-8230
 CONTRACT OEC-4-5-088230-832
 EDRS PRICE MF-80.00 HC-81.56 30P.

DESCRIPTORS- *COGNITIVE PROCESSES, *EDUCATIONAL PHILOSOPHY, *EDUCATIONAL THEORIES, *FUNDAMENTAL CONCEPTS, *THEORIES, CHARLES PEIRCE, COMPARATIVE ANALYSIS, JOHN DEWEY, STANFORD,

A RATIONALE AND A THEORETICAL SKETCH WERE DEVELOPED FOR EMPLOYING A PRAGMATISM DERIVED DIRECTLY FROM THE WORK OF CHARLES PEIRCE AS A PRIMARY CRITICAL TOOL FOR EDUCATIONAL PHILOSOPHY. TO THIS END, THE AUTHOR SUMMARIZED THE PRINCIPAL EPISTEMOLOGICAL CONCEPTS OF PRAGMATISM AND OF ITS OFFSPRING, DEWEY'S EXPERIMENTALISM. HE ALSO APPRAISED BRIEFLY THE MAJOR DIFFERENCES OF PEIRCE'S SEMINAL THEORY AND DEWEY'S ADAPTATIONS THAT INFLUENCED LATER DEVELOPMENTS IN EDUCATIONAL THEORY. FINALLY, HE POSITED A CONCORDANCE BETWEEN PRAGMATIC EPISTEMOLOGY AND COGNITIVE CONSISTENCY THEORIES AS ILLUSTRATIVE OF ONE OF SEVERAL DIMENSIONS ALONG WHICH CONTINUING STUDY COULD PROCEED. (JH)

ED 010 853

RELATIONSHIPS BETWEEN LEARNING AND SEMANTIC AND FORMAL SIMILARITY.

BY- BOHN, AUDREY M.
SAN FRANCISCO STATE COLL., CALIF.REPORT NUMBER CRP-5-241
EDRS PRICE MF-\$.00 HC-\$1.16PUB DATE 66
29P.

DESCRIPTORS- #ASSOCIATIVE LEARNING, #LEARNING THEORIES, #PAIRED ASSOCIATE LEARNING, #READING INSTRUCTION, #WORD RECOGNITION, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, PATTERNED RESPONSES, PERCEPTION, SAN FRANCISCO, SEMANTICS, VERBAL ABILITY.

AN EXPERIMENT WAS DESIGNED TO TEST THE HYPOTHESIS THAT, WITH MATERIAL OF HIGH MEANINGFULNESS, THE SEMANTIC DIMENSION OF SYNONYMY (BATTLE-FIGHT) WILL HAVE GREATER IMPACT ON THE LEARNING PROCESS THAN THE DIMENSION OF FORMAL SIMILARITY (BATTLE-BOTTLE). THE LEARNING MATERIALS CONSISTED OF FOUR LISTS OF 12 PAIRS OF TWO-SYLLABLE WORDS. THEY WERE PRESENTED TO 120 SUBJECTS FROM INTRODUCTORY PSYCHOLOGY COURSES WHO WERE UNFAMILIAR WITH PAIRED-ASSOCIATE VERBAL LEARNING, AND THE EFFORT OF THE PAIR RELATIONSHIPS ON LEARNING WAS ANALYZED. THE MOST IMPORTANT FINDING WAS THE CONSISTENT FACILITATING EFFECT OF THE FORMAL RELATIONSHIP FOR BOTH FAMILIAR AND UNFAMILIAR MATERIALS. WITHIN THE CONTEXT OF THE CLASSROOM, THE FINDINGS INDICATED THAT CERTAIN LEARNING MATERIALS MIGHT BE LEARNED MORE EASILY IF A FORMAL RATHER THAN A MEANINGFUL RELATIONSHIP IS UTILIZED. (GD)

ED 010 854

THE ESTABLISHMENT OF A STATE OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT.

BY- LOUDERMILK, KENNETH M. RICHMAN, ROBERT W.
IDAHO UNIV., MOSCOW, COLL. OF EDUCATION

REPORT NUMBER BR-5-0102

PUB DATE MAR 67

CONTRACT OEC-5-85-116

EDRS PRICE MF-\$.00 HC-\$0.90

23P.

DESCRIPTORS- #EDUCATIONAL RESEARCH, #RESEARCH COORDINATING UNITS, #RESEARCHERS, #RESEARCH SKILLS, #VOCATIONAL EDUCATION, #SOCIAL INFORMATION, #RESEARCH AND DEVELOPMENT CENTERS, #STATE PROGRAMS, #VOCATIONAL TRAINING.

THE OVERALL OBJECTIVES OF THE IDAHO OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT INCLUDED CONDUCTING OCCUPATIONAL RESEARCH, COORDINATING ACTIVITIES AMONG VARIOUS AGENCIES, AND PROVIDING RESEARCH CONSULTING SERVICES. SPECIFIC ACCOMPLISHMENTS OF THE UNIT SINCE THE BEGINNING OF ITS OPERATION IN JUNE 1965 WERE--(1) THE IDENTIFICATION OF ISSUES AND PROBLEMS RELATING TO THE VOCATIONAL EDUCATION PROGRAM, (2) THE TRANSLATION OF RESEARCH FINDINGS INTO CURRICULUM ADVICE FOR SCHOOLS IN THE STATE, (3) THE TRAINING OF OCCUPATIONAL RESEARCHERS, AND (4) SURVEYS TO DETERMINE THE EDUCATIONAL NEEDS RELATED TO VARIOUS OCCUPATIONS, AS WELL AS AVAILABLE LITERATURE ON THESE OCCUPATIONS. THE FUTURE PLANS FOR THE UNIT INCLUDED--(1) A GREATER EMPHASIS ON THE COORDINATION OF RESEARCH ACTIVITIES RATHER THAN DIRECT PARTICIPATION, (2) A CRITICAL EVALUATION OF THE UNIT'S COMPLETED RESEARCH EFFORTS, (3) A GREATER CONTRIBUTING ROLE TO THE COLLEGE OF EDUCATION AT THE UNIVERSITY OF IDAHO, AND (4) AN EMPHASIS ON RESEARCH PROJECTS

WHICH HAVE A THEORETICAL BASIS AND/OR WHICH WILL YIELD RESULTS HAVING UTILITY BEYOND A SPECIFIC SITUATION OR LOCALE. THE AUTHOR CONCLUDED THAT THE UNIT WAS ABLE TO OFFER IMPORTANT SUGGESTIONS FOR CHANGES IN AND ADDITIONS TO THE VOCATIONAL-TECHNICAL PROGRAM. (PM)

ED 010 855

LITERACY ACTIVITIES IN PUBLIC LIBRARIES, A REPORT OF A STUDY OF SERVICES TO ADULT ILLITERATES.

BY- MACDONALD, BERNICE
AMERICAN LIBRARY ASSN., CHICAGO, ILL.

PUB DATE 66

EDRS PRICE MF-\$.10 HC-\$2.44 61P.

DESCRIPTORS- #ILLITERATE ADULTS, #INSTRUCTIONAL MATERIALS, #LIBRARY EXTENSION, #LITERACY EDUCATION, #PUBLIC LIBRARIES, CHICAGO, #COOPERATIVE PLANNING.

FIELD VISITS WERE MADE TO 15 PUBLIC LIBRARIES TO GATHER INFORMATION ON LOCAL SPONSORS OF LITERACY EDUCATION, INCLUDING PERSONNEL, TEACHING METHODS, AND INSTRUCTIONAL AND SUPPLEMENTARY MATERIALS. PATTERNS OF COOPERATION BETWEEN EDUCATIONAL AGENCIES AND INDIVIDUAL LIBRARIES AND THE ADEQUACY OF LIBRARY SERVICES AND READING MATERIALS WERE INVESTIGATED. IN MOST LIBRARIES SURVEYED, PROGRAMS OF SERVICE OR LIBRARY INVOLVEMENT WERE LIMITED, BUT EACH LIBRARY ENGAGED IN ACTIVE COMMUNITY PLANNING WITH OTHER AGENCIES, INCLUDING WELFARE AGENCIES, THE FEDERAL MANPOWER AND DEVELOPMENT PROGRAM, PRIVATE AND VOLUNTEER ORGANIZATIONS, FOUNDATIONS, BOARDS OF EDUCATION, READING CLINICS, TELEVISION STATIONS, AND PRIVATE TUTORS. SHORTAGES OF TRAINED PERSONNEL AND EFFECTIVE LITERACY MATERIALS WERE A CRITICAL PROBLEM. RECOMMENDATIONS INCLUDE--DISTRIBUTION OF EASY-READING BIBLIOGRAPHIES TO ALL PUBLIC LIBRARIES, EXPANSION OF THE ALA ADULT SERVICES DIVISION'S COMMITTEE ON READING IMPROVEMENT FOR ADULTS, A MEETING OF NATIONAL, STATE, AND LOCAL LIBRARY LEADERS TO PROMOTE ORGANIZATION AND DEVELOPMENT OF LITERACY SERVICES, AND A LITERACY SERVICES CONSULTANT AT ALA HEADQUARTERS. (LY)

ED 010 856

EVALUATION OF A GRADUATE PROFESSIONAL IMPROVEMENT PROGRAM, 1965-1966.

BY- KANUN, CLARA
MINNESOTA UNIV., ST. PAUL, GENERAL EXTENSION DIV.
MINNESOTA UNIV., MINNEAPOLIS, INST. OF AGRICULTURE

PUB DATE SEP 66

EDRS PRICE MF-\$.00 HC-\$1.84 46P.

DESCRIPTORS- #EXTENSION AGENTS, #PROFESSIONAL CONTINUING EDUCATION, #PROGRAM EVALUATION, #AGRICULTURAL PERSONNEL, #DATA ANALYSIS, #EDUCATIONAL NEEDS, #EMPLOYER ATTITUDES, #FACULTY EVALUATION, #INDUSTRIAL PERSONNEL, #MINNEAPOLIS, #OFF CAMPUS FACILITIES, #PARTICIPANT DATA, #PROFESSIONAL TRAINING, #QUESTIONNAIRES, #ST. PAUL, #STUDENT REACTION, #UNIVERSITY EXTENSION.

TO EVALUATE THE GRADUATE PROFESSIONAL IMPROVEMENT PROGRAM, JOINTLY SPONSORED BY THE GENERAL EXTENSION DIVISION AND THE INSTITUTE OF AGRICULTURE OF THE UNIVERSITY OF MINNESOTA, THE INVESTIGATORS ADMINISTERED A SURVEY QUESTIONNAIRE TO PARTICIPANTS, THEIR EMPLOYERS, AND THE

FACULTY. PARTICIPANTS WERE SURVEYED BOTH BEFORE AND AFTER THEIR COURSES, WHICH INCLUDED GRADUATE DEGREE CREDIT COURSES, CERTIFICATE CREDIT COURSES, AND NONCREDIT SEMINARS. THE PARTICIPANTS WERE PROFESSIONAL WORKERS IN THE FIELDS OF AGRICULTURE AND AGRICULTURAL EDUCATION, SUCH AS EXTENSION PERSONNEL, AGRICULTURAL TEACHERS, HOME ECONOMICS TEACHERS, FORESTRY PERSONNEL, AND PROFESSIONAL EMPLOYEES IN AGRIBUSINESS AND INDUSTRY. ALTHOUGH THERE WAS A CONSENSUS THAT THE COURSES FULFILLED THE STUDENTS' EXPECTATIONS AND EDUCATIONAL NEEDS, MORE INVESTIGATION IS NEEDED BEFORE A FINAL DECISION CAN BE MADE ABOUT THE PROGRAM SINCE THE ENROLLMENT WAS CONSIDERED TO BE LIMITED AND UNREPRESENTATIVE. (EJA)

ED 010 857

AC 000 014

AFRICAN ADULT EDUCATION--A BIBLIOGRAPHY.
BY- DAWN, LALAGE
ZAMBIA UNIV., LUSAKA

PUB DATE JUL 66

EDRS PRICE MF-80.18 HC-85.12 128P.

DESCRIPTORS- #ADULT EDUCATION, #BIBLIOGRAPHIES, #COMMUNITY DEVELOPMENT, #DEVELOPING NATIONS, AGRICULTURAL EXTENSION, EDUCATIONAL METHODS, INSTRUCTIONAL MATERIALS, LIBRARY EXTENSION, LITERACY EDUCATION, LUSAKA, PROFESSIONAL TRAINING, UNIVERSITY EXTENSION, VOCATIONAL EDUCATION, VOLUNTARY AGENCIES.

THIS BIBLIOGRAPHY, A TENTATIVE LISTING OF MATERIALS ON AFRICAN ADULT EDUCATION PREPARED WITHOUT FULL BIBLIOGRAPHIC DETAIL, IS LIMITED TO SOURCES IN ENGLISH AND FRENCH. THE ENGLISH SOURCES DO NOT INCLUDE MANY FROM AMERICA. IT IS AN EXTENSION AND REVISION OF THE PRELIMINARY BIBLIOGRAPHY DRAWN UP AT THE UNIVERSITY OF IBADAN IN 1965. THE FIRST SECTION PRESENTS BACKGROUND STUDIES ON AFRICA--SURVEYS, PSYCHOLOGICAL AND SOCIAL BACKGROUND, ECONOMICS, POLITICS, LABOR AND INDUSTRY, HEALTH AND NUTRITION, LITERATURE, ARTS AND LANGUAGES. THEN FOLLOW SECTIONS ON GENERAL WORKS ON ADULT EDUCATION AND COMMUNITY DEVELOPMENT THROUGHOUT AFRICA, EDUCATIONAL POLICIES OF FORMER COLONIAL AND PRESENT NATIONAL GOVERNMENTS, AND THE ROLE OF AFRICAN UNIVERSITIES IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT. THE LAST THREE SECTIONS COVER VOLUNTARY AGENCIES AND ADULT EDUCATION IN AFRICA, SPECIAL ASPECTS OF ADULT EDUCATION IN AFRICA, AND METHODS AND TECHNIQUES. A PRELIMINARY LIST OF REFERENCE PERIODICALS, PROFESSIONAL PERIODICALS, AND GENERAL ADULT EDUCATION PUBLICATIONS IS INCLUDED. (EB)

ED 010 858

AC 000 022

A REVISED ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL LITERACY MATERIAL FOR ADULT BASIC EDUCATION.
BY- SMITH, EDWIN H. AND OTHERS

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE 29 JUN 66

EDRS PRICE MF-80.09 HC-82.12 53P.

DESCRIPTORS- #ADULT BASIC EDUCATION, #ANNOTATED BIBLIOGRAPHIES, #INSTRUCTIONAL MATERIALS, #TEXTBOOK EVALUATION, READING MATERIALS, TALLAHASSEE,

THIS ANNOTATED BIBLIOGRAPHY OF ADULT LITERACY AND BASIC EDUCATION MATERIALS IS DIVIDED INTO THREE STAGES --

INTRODUCTORY (LEVELS 1-3), ELEMENTARY (LEVELS 4-6), AND INTERMEDIATE (LEVELS 7-9). SUBJECT MATTER INCLUDES READING (INCLUDING COMPREHENSION), SPELLING, VOCABULARY AND GRAMMAR, ARITHMETIC, SOCIAL STUDIES, GEOGRAPHY, CITIZENSHIP AND DAILY LIVING, GOVERNMENT, OCCUPATIONS AND VOCATIONS, AND STUDY METHODS. TEXTBOOKS AND TEXTBOOK SERIES ARE RATED WITH TWO STARS FOR MATERIALS CONSIDERED SUPERIOR, ONE STAR FOR MATERIALS JUDGED ADEQUATE, AND NO STAR FOR MATERIALS THAT MAY FIT A PARTICULAR NEED OR PREFERENCE. INSTRUCTIONAL MATERIALS CONSIDERED APPROPRIATE FOR BEGINNING READERS, DISADVANTAGED YOUTH, ADULTS ONLY, ADOLESCENTS ONLY, OR FOREIGN-BORN STUDENTS ARE DESIGNATED. A LIST OF PUBLISHERS IS INCLUDED. (LY)

ED 010 859

AC 000 023

THE ARDA PROGRAMMES ON COMMUNITY DEVELOPMENT.
BY- LANCTOT, JEAN B.
EDRS PRICE MF-80.09 HC-82.20 55P.

DESCRIPTORS- #COMMUNITY DEVELOPMENT, #FEDERAL AID, #REHABILITATION PROGRAMS, #RURAL DEVELOPMENT, AGRICULTURAL REHABILITATION AND DEVELOPMENT ACT (ARDA), COMMUNITY PROGRAMS, EDUCATIONAL LEGISLATION, FEDERAL STATE RELATIONSHIP, LOW INCOME GROUPS, OTTAWA, PROFESSIONAL TRAINING, REGIONAL DEVELOPMENT, SOCIAL WORKERS, TORONTO,

THIS BACKGROUND PAPER DESCRIBES THE PURPOSES OF THE CANADIAN AGRICULTURAL REHABILITATION AND DEVELOPMENT ACT (ARDA) AS EXPRESSED IN THE FEDERAL-PROVINCIAL RURAL DEVELOPMENT AGREEMENT FOR 1965-70. THE ARDA PROGRAMS, INTENDED MAINLY TO IMPROVE RURAL INCOME AND EMPLOYMENT OPPORTUNITIES, INCLUDE RESEARCH, LAND USE AND FARM ADJUSTMENT, REHABILITATION, RURAL DEVELOPMENT STAFF AND TRAINING SERVICES, SPECIAL ASSISTANCE TO RURAL DEVELOPMENT AREAS, COMPREHENSIVE DEVELOPMENT OF SPECIALLY DESIGNED AREAS, SOIL AND WATER CONSERVATION, AND PUBLIC INFORMATION SERVICES. COMMUNITY DEVELOPMENT IS DISCUSSED AS AN INSTRUMENT OF SOCIAL AND ECONOMIC PROGRESS INVOLVING DEMOCRATIC DECISION MAKING, AS WELL AS CLOSE FEDERAL AND PROVINCIAL COOPERATION; A BROADER, MORE FLEXIBLE APPROACH TO SOCIAL WORK, A HOLISTIC APPROACH TO RESEARCH, INCREASED LOCAL PARTICIPATION IN MANPOWER REHABILITATION AND MOBILITY PROGRAMS, AND LOCAL COST-SHARING. FINANCIAL AND TRAINING PROVISIONS ARE NOTED. INFORMATION ON REQUIRED SKILLS AND BACKGROUNDS OF SPECIALIZED PERSONNEL, LOCAL AND AREA VOLUNTARY LEADERS, GENERALISTS CONDUCTING GROUP ACTION, AND TRAINERS OF PERSONNEL IS INCLUDED. FUNDAMENTAL PROBLEMS OF PLANNING ARE CONSIDERED. THE DOCUMENT INCLUDES APPENDICES. THIS BACKGROUND PAPER WAS DISTRIBUTED AT THE INSTITUTE OF THE NATIONAL COMMITTEE OF CANADIAN SCHOOLS OF SOCIAL WORK (2ND, TORONTO, NOVEMBER 25-26, 1965). (LY)

ED 010 860

AC 000 024

PUBLIC SCHOOL ADULT EDUCATION IN NORTHERN ILLINOIS, REPORT OF A SURVEY CONDUCTED BY THE NORTHERN ILLINOIS ROUND TABLE OF ADULT EDUCATION.

BY- GRIFFITH, WILLIAM S. AND OTHERS
ILLINOIS STATE OFF. OF SUPT. OF PUB. INSTR., SPRINGFIELD
REPORT NUMBER CIRCULAR SERIES-A-192

PUB DATE JU 66

EDRS PRICE MF-80.18 HC-83.84 98P.

DESCRIPTORS- #ADULT EDUCATION, #PROGRAM DEVELOPMENT, #PROGRAM

EVALUATION, SURVEYS, ADMINISTRATIVE PERSONNEL, ADMINISTRATIVE PROBLEMS, COMMUNITY RELATIONS, EDUCATIONAL FINANCES, PHYSICAL FACILITIES, QUESTIONNAIRES, SPRINGFIELD,

A QUESTIONNAIRE SURVEY WAS CONDUCTED BY THE NORTHERN ILLINOIS ADULT EDUCATION DEPARTMENT TO DETERMINE THE CHARACTERISTICS OF, AND PARTICIPATION IN, ADULT EDUCATION PROGRAMS IN NORTHERN ILLINOIS IN 1963-64. THE QUESTIONNAIRE WAS DESIGNED TO COLLECT INFORMATION IN SEVERAL AREAS, SUCH AS PROGRAMS -- CREATION, DEVELOPMENT, SCOPE, PURPOSES, CHANGES, PERSONNEL, EVALUATION, AND PERSISTENT PROBLEMS CONFRONTING THE DIRECTOR IN THE ADMINISTRATION OF THE OVERALL PROGRAM, STUDENT ENROLLMENT, COMMUNITY RELATIONS, FINANCES, PROMOTION AND ADVERTISING, AND PHYSICAL FACILITIES. THE RESULTS OF THE SURVEY SHOWED 48 PUBLIC SCHOOLS SERVING 97,000 ADULT STUDENTS, WITH PROGRAMS STRESSING INSTRUCTION IN VOCATIONAL, HOMEMAKING, AND LEISURE-TIME ACTIVITIES. ADMINISTRATIVE DIRECTORS WERE PART-TIME, NOT TRAINED IN ADULT EDUCATION, MADE LITTLE USE OF ADVISORY COMMITTEES, AND HAD FULL CONTROL OF PROGRAMS. CURRICULUM DEVELOPMENT AND PROGRAM PLANNING CONSISTED OF COURSE SELECTION AND TEACHER RECRUITMENT. ADULT STUDENTS IN NORTHERN ILLINOIS PAY MORE FOR COURSES THAN THE NATIONAL AVERAGE. PROMOTION AND ADVERTISING CONSISTED MAINLY OF BROCHURES LISTING COURSES, FEES, TIME, AND LOCATION. LESS THAN HALF OF THE PROGRAMS PROVIDED STUDENT COUNSELING SERVICES. PROGRAM EVALUATION WAS CURSORY, AND MAJOR PROBLEMS WERE TEACHER RECRUITMENT AND PROGRAM DEVELOPMENT ON A BROAD BASIS. (PG)

ED 010 861 AC 000 026
NUEA CORRESPONDENCE STUDY, A SURVEY QUESTIONNAIRE AND SUMMARY OF REPLIES. (TITLE SUPPLIED).
BY- SPENCER, O. F. PONELL, ELIZABETH
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
PUB DATE 15 APR 66
EDRS PRICE MF-80.09 HC-80.32 8P.

DESCRIPTORS- *CORRESPONDENCE COURSES, *INSTRUCTIONAL MATERIALS CENTERS, *INSTRUCTIONAL TELEVISION, *QUESTIONNAIRES, *UNIVERSITY EXTENSION, ADMINISTRATIVE POLICY, CORRESPONDENCE STUDY, INDEPENDENT STUDY, INTERAGENCY COOPERATION, NATIONAL UNIVERSITY EXTENSION ASSOCIATION (NUEA), UNIVERSITY PARK,

THE SYLLABUSES STUDY COMMITTEE OF THE CORRESPONDENCE STUDY DIVISION OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION IS STUDYING THE POSSIBILITY OF A CENTRAL REPOSITORY FOR SYLLABUSES USED IN CORRESPONDENCE STUDY, IN INSTRUCTIONAL TELEVISION, AND/OR PERHAPS IN OTHER FORMS OF INDEPENDENT STUDY OFF-CAMPUS. A QUESTIONNAIRE WAS SENT TO 62 MEMBER INSTITUTIONS OF THE NUEA, REQUESTING INFORMATION ON COURSES AT THE COLLEGE CREDIT LEVEL, COLLEGE NONCREDIT LEVEL, HIGH SCHOOL LEVEL, AND OTHER LEVELS. IT ALSO REQUESTED INFORMATION ON THE INSTITUTIONAL ATTITUDE TOWARD A CENTRAL REPOSITORY OF MATERIALS, POLICY CONCERNING THE PRODUCTION, USE, AND SALE OF SYLLABUSES, AND THE USE OF SYLLABUSES PRODUCED BY OTHER INSTITUTIONS. DATA GATHERED FROM THE 53 RETURNED REPLIES ARE TABULATED BUT NO CONCLUSIONS ARE DRAWN. (EB)

ED 010 862 AC 000 027
CORRESPONDENCE STUDY EVALUATION PROJECT, STAGE 1.
BY- BALL, SANDRA J. AND OTHERS
WASHINGTON UNIV., SEATTLE
REPORT NUMBER ISR-66-98
EDRS PRICE MF-80.09 HC-82.04 51P.
PUB DATE AUG 66

DESCRIPTORS- *CORRESPONDENCE STUDY, *PARTICIPANT SATISFACTION, *PROGRAM EVALUATION, CORRESPONDENCE COURSES, DATA ANALYSIS, DROPOUT RESEARCH, PROGRAM DESCRIPTIONS, QUESTIONNAIRES, RESEARCH, SEATTLE, STUDENT ATTITUDES, UNIVERSITY EXTENSION,

AN ANALYSIS OF DATA COLLECTED FROM STUDENT REGISTRATION CARDS AND THE FORMULATION OF A STUDENT QUESTIONNAIRE CONSTITUTE THE FIRST PART OF A THREE-STAGE LONG-RANGE RESEARCH PROJECT TO EVALUATE A UNIVERSITY CORRESPONDENCE STUDY PROGRAM. THE DATA ANALYSIS DESCRIBES THE POPULATION OF CORRESPONDENCE STUDENTS IN TERMS OF RELEVANT INDIVIDUAL AND SOCIAL CHARACTERISTICS AND CORRELATES SOME OF THESE VARIABLES WITH COMPLETION OR NONCOMPLETION OF CORRESPONDENCE COURSES. THE VARIABLES ARE AGE, SEX, OCCUPATION, LEVEL OF EDUCATION, REASON FOR TAKING COURSE, GRADE TYPE OF COURSE, LEVEL OF COURSE, FORM OF FINANCIAL SUPPORT, TIME FOR COURSE COMPLETION, COURSE GRADE, AND EDUCATIONAL ATTENDANCE HISTORY. THE STUDENT QUESTIONNAIRE COVERS STUDENT ATTITUDES AND COURSE CHARACTERISTICS. A COPY OF THE QUESTIONNAIRE IS FOLLOWED BY DESCRIPTIONS OF ITS ITEMS. THE DOCUMENT INCLUDES SIX REFERENCES. (JAJ)

ED 010 863 AC 000 029
AN EXPLORATORY EDUCATIONAL SURVEY OF THE PANCHAYATI RAJ (DEVELOPMENT) OFFICERS IN THE STATE OF RAJASTHAN.
BY- DRAPER, JAMES A. SHRIVASTAVA, O. P.
RAJASTHAN UNIV., JAIPUR (INDIA)

PUB DATE JUL 65
EDRS PRICE MF-80.18 HC-83.24 81P.

DESCRIPTORS- *EXTENSION AGENTS, *PERSONNEL DATA, *PROFESSIONAL TRAINING, *UNIVERSITY EXTENSION, *WORK ATTITUDES, AGRICULTURAL EXTENSION, DEVELOPING NATIONS, EDUCATIONAL NEEDS, EXTENSION EDUCATION, INSERVICE TRAINING, JAIPUR, SURVEYS,

THIS REPORT SUMMARIZES QUESTIONNAIRE DATA ON PERSONAL CHARACTERISTICS (AGE RANGE AND MARITAL AND FAMILY STATUS), SERVICE AND TRAINING (INCLUDING EDUCATIONAL ASPIRATIONS), LIVING AND WORKING CONDITIONS, AND SUGGESTIONS FOR IMPROVING CONTINUING EDUCATION, REPORTED BY 65 PANCHAYATI RAJ (BLOCK DEVELOPMENT) OFFICERS, 55 COOPERATIVE EXTENSION OFFICERS, 102 EDUCATION OFFICERS, 62 AGRICULTURAL EXTENSION AGENTS, WITH OPINIONS ON PANCHAYATI RAJ FROM SEVEN OF THE 26 STATES OF RAJASTHAN DISTRICT COLLECTORS. THE FINDINGS INDICATE A NEED TO PROVIDE MORE EFFECTIVE LEARNING SITUATIONS FOR EXTENSION PERSONNEL, COLLECT AND ANALYZE SOCIOECONOMIC DATA ON PARTICIPANTS, IMPROVE LIVING CONDITIONS OF EXTENSION OFFICERS, AND BROADEN THE CURRICULUM BEYOND IMMEDIATE VOCATIONAL NEEDS. THE DOCUMENT INCLUDES 50 TABLES OF STATISTICS. (LY)

ED 010 861

DESCRIPTORS- *COMMUNITY EDUCATION, *EDUCATIONAL OBJECTIVES,
*EDUCATIONAL RESPONSIBILITY, *EVENING COLLEGES, BOSTON,
EDUCATIONAL NEEDS, SCHOOL COMMUNITY RELATIONSHIP,

THERE FOUR PAPERS PRESENTED AT THE 1953 CONVENTION OF THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES ON PURPOSES OF THE EVENING COLLEGE HAVE BEEN REPUBLISHED BECAUSE OF THEIR PRESENT-DAY RELEVANCE FOR ADMINISTRATORS IN DEVELOPING GUIDING PRINCIPLES GOVERNING THEIR WORK. EARL MCGRATH DISCUSSES OUR CHANGING SOCIETY (INCREASE IN EDUCATIONAL LEVEL, LONGER LIFE SPAN, INCREASING LEISURE TIME, DEMAND FOR CONTINUING EDUCATION) AND HOW THESE FACTORS ARE FORCING CHANGES IN THE EVENING COLLEGE PROGRAM. IN COMMENTING ON COMMUNITY NEEDS, GORDON BLACKWELL POINTS OUT THE DIMENSIONS OF THE COMMUNITY WHICH DETERMINE THE PURPOSE OF THE EVENING COLLEGE (THE COMMUNITY COMPOSITION, ITS INSTITUTIONAL STRUCTURE, VALUE SYSTEMS, SOCIAL STRATIFICATION, INFORMAL SOCIAL RELATIONSHIPS, POWER STRUCTURE, AND ECOLOGY). HORACE KALLEN DESCRIBES THE HUMAN QUALITIES OF THE INDIVIDUAL THAT ARE OF INTEREST TO THE EDUCATOR (HIS DESIRE FOR KNOWLEDGE IN ORDER TO SURVIVE AND BE FREE). CYRIL HOULE SUMMARIZES THE DISCUSSIONS POINTING OUT THAT THE ACADEMIC TRADITION PROVIDES ADULT EDUCATORS WITH THE SUBJECT MATTER AND METHODOLOGY THEY NEED, BUT THEY MUST EXPLORE THE COMMUNITY AND THE NATURE OF THE INDIVIDUAL TO MAKE THE EVENING COLLEGE PROGRAMS CREATIVE AND VITAL. THIS PUBLICATION IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS AT BOSTON UNIVERSITY, 138 MOUNTFORT ST., BROOKLINE, MASSACHUSETTS 02148. FOR \$0.75. (AJ)

FD 910 865

ED 011 005
THE ECONOMIC EFFECTIVENESS OF RETRAINING THE UNEMPLOYED, A
STUDY OF THE BENEFITS AND COSTS OF RETRAINING THE UNEMPLOYED
BASED ON THE EXPERIENCE OF WORKERS IN CONNECTICUT.
BY ROBIN MICHAEL E.

BY- BORUS, MICHAEL E.
YALE UNIV., NEW HAVEN, CONN., GRADUATE SCHOOL
PUB DATE JUL 64
EDRS PRICE MF-20-38 HC-29-12 22AP.

DESCRIPTORS- *PROGRAM EVALUATION, *STATE PROGRAMS,
*UNEMPLOYED, *VOCATIONAL RETRAINING, BENEFIT COST RATIO,
BOSTON, DOCTORAL THESES, ECONOMICS, EDUCATIONAL BENEFITS,
EMPLOYMENT PROGRAMS, FEDERAL AID, GOVERNMENT (ADMINISTRATIVE
BODY), JOB SKILLS, JOB TRAINING, LABORERS, MANPOWER
UTILIZATION, NEW HAVEN, RESEARCH,

A STUDY WAS MADE OF RETRAINING PROGRAMS IN FOUR LABOR MARKETS IN CONNECTICUT, UNDER BOTH THE AREA REDEVELOPMENT ACT AND STATE SPONSORSHIP. THE PURPOSE WAS TO DETERMINE THE BENEFITS AND COSTS TO WORKERS, THE GOVERNMENT, AND THE ECONOMY. THE STATE HAD PIONEERED SUCH PROGRAMS SO A SAMPLE COULD BE STUDIED OF THOSE WHO HAD LONG WORK-HISTORIES AFTER RETRAINING. THE TRAINEE WERE DIVIDED INTO SIX GROUPS--THOSE WHO COMPLETED THE COURSE WITH AND WITHOUT EMPLOYMENT, THOSE WHO WITHDREW WITH AND WITHOUT EMPLOYMENT, AND THOSE WHO

REFUSED RETRAINING WITH AND WITHOUT EMPLOYMENT. THREE CONTROL GROUPS WERE TRAINEES WHO, WITHOUT EMPLOYMENT, COMPLETED THE COURSE, WITHDREW, OR REFUSED IT. THE BENEFIT-COST RATIO FOR THE INDIVIDUALS (SUCH AS REDUCED ANNUAL UNEMPLOYMENT AND INCREASED ANNUAL WAGE VERSUS INCOME LOST DURING TRAINING AND HIGHER INCOME TAX AFTERWARDS) WAS NOT AS HIGH AS THE BENEFIT TO THE GOVERNMENT (SUCH AS REDUCED COSTS OF UNEMPLOYMENT AND PUBLIC ASSISTANCE) AND TO THE ECONOMY (THE INCREASE IN GROSS NATIONAL PRODUCT AND REDUCED AGGREGATE UNEMPLOYMENT LEVEL). IT WAS FELT THAT THE BENEFICIAL EFFECTS OF THE RETRAINING PROGRAMS MIGHT BE LOWERED BY THE ADDITION OF THE MANPOWER DEVELOPMENT AND TRAINING ACT PROVISION FOR TRAINING THE HARD CORE UNEMPLOYED. DOCUMENT WAS A PH.D DISSERTATION. (EB)

ED 910 866

GUIDE TO SELECT ADULT JEWISH EDUCATIONAL MATERIALS: A
RESOURCE FOR ADULT JEWISH EDUCATION LEADERS.
AMERICAN ASSN. FOR JEWISH EDUCATION, NEW YORK, N.Y.
PUB DATE APR 66

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *JEW*, *RESOURCE GUIDES, ADULT EDUCATION NEW YORK CITY.

THIS ANNOTATED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS INCLUDES SELECTED MATERIALS PUBLISHED BY THE 17 MEMBER ORGANIZATIONS AFFILIATED WITH THE NATIONAL COUNCIL ON ADULT JEWISH EDUCATION OF THE AMERICAN ASSOCIATION FOR JEWISH EDUCATION. THE AIM OF THE GUIDE IS TO PROVIDE THE PROFESSIONAL AND THE LAY LEADER IN THE FIELD OF JEWISH ADULT EDUCATION WITH INFORMATION ABOUT AVAILABLE RESOURCES AND PROGRAM AIDS IN VARIOUS SUBJECT AREAS AND FIELDS OF INTEREST. THE GUIDE COVERS SUCH SUBJECTS AS CHURCH AND STATE, FAMILY LIFE, HISTORY, INTERMARRIAGE, THE JEWISH COMMUNITY, MUSIC, ART, AND LITERATURE, AND INCLUDES HANDBOOKS, PROGRAM MATERIALS, RECORDINGS, AND FILMS AND FILMSTRIPS. A LIST OF THE MEMBER ORGANIZATIONS, FROM WHICH THE MATERIALS ARE AVAILABLE, IS INCLUDED. THIS BIBLIOGRAPHY IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION FOR JEWISH EDUCATION, 101 FIFTH AVENUE, NEW YORK, NEW YORK 10005, FOR \$6.50. (PG)

ED 010 867

ED 070 007 THE ARTS IN HIGHER ADULT EDUCATION, A SECOND REVIEW OF PROGRAMS.

BY- GOLDMAN, FREDA H.
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS
PUB DATE 66

DESCRIPTORS- #ADULT EDUCATION PROGRAMS, #ART EDUCATION,
#PROGRAM DESCRIPTIONS, #UNIVERSITY EXTENSION, BOSTON,
EDUCATIONAL TRENDS, SOCIOCULTURAL PATTERNS.

A GENERAL DESCRIPTION OF THE ARTS IN THE CONTEMPORARY UNIVERSITY PRECEDES DESCRIPTIONS OF SPECIFIC ADULT PROGRAM PROTOTYPES. THE CURRENT PLACE OF THE ARTS OUTSIDE THE UNIVERSITY INCLUDES RECENT TRENDS IN ART INSTITUTIONS, GOVERNMENT, BUSINESS, FOUNDATIONS, ARTS COUNCILS, PUBLICATIONS, AND EDUCATIONAL TELEVISION. ISSUES AND PROBLEMS CONCERNING THE ROLE OF THE ARTS IN SOCIETY ARE DISCUSSED IN RELATION TO THE EDUCATION OF THE ADULT AUDIENCE. THIS

DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS AT BOSTON UNIVERSITY, 138 MONTFORT ST., BROOKLINE, MASSACHUSETTS 02146, FOR \$1.75. (JA)

ED 010 868

THE DEVELOPMENT AND TESTING OF A TYPOLOGY OF UNIVERSITY RESIDENTIAL ADULT EDUCATION PROGRAMS.

BY- BUSKEY, JOHN H.

PUB DATE 21 JUN 66

EDRS PRICE MF-80.09 HC-81.40 35P.

DESCRIPTORS- *RESEARCH PROPOSALS, *RESIDENTIAL PROGRAMS, *TYPOLOGY, *UNIVERSITY EXTENSION, CHICAGO, RESIDENTIAL CENTERS, RESIDENTIAL METHOD,

THIS IS A RESEARCH PROPOSAL TO DEVELOP AND TEST A TYPOLOGY FOR CLASSIFYING EDUCATIONAL PROGRAMS CONDUCTED BY UNIVERSITY RESIDENTIAL ADULT CENTERS. THIS TYPOLOGY WILL BE INDUCTIVELY DEVELOPED, BASED ON EDUCATIONAL DISTINCTIONS LOGICALLY FORMULATED, DESCRIPTIVE, AND SET AT A LEVEL OF GENERALITY WHERE LOSS BY FRAGMENTATION WILL NOT BE TOO GREAT. IN A PILOT STUDY 16 RESIDENTIAL PROGRAMS CONDUCTED BY THE UNIVERSITY OF CHICAGO CENTER FOR CONTINUING EDUCATION WERE INDUCTIVELY ANALYZED, AND PROGRAM ELEMENTS IDENTIFIED. ORGANIZING PRINCIPLES WERE ABSTRACTED FROM THE ELEMENTS. ABOUT 265 OTHER CHICAGO CENTER PROGRAMS WILL BE CLASSIFIED TO REFINER AND COMPLETE THE TYPOLOGY WHICH WILL THEN BE FIELD-TESTED FOR COMMUNICABILITY, COMPREHENSIVENESS, USEFULNESS, ACCEPTANCE, AND CONSISTENCY. ABOUT 25 PROGRAM DIRECTORS AND COORDINATORS FROM SIX OTHER UNIVERSITY RESIDENTIAL CENTERS WILL USE THE TYPOLOGY TO CLASSIFY 375 PROGRAMS. DIRECTORS, COORDINATORS AND PROFESSORS OF ADULT EDUCATION WILL BE INTERVIEWED TO DETERMINE THE EXTENT TO WHICH THE CRITERIA ARE MET. THE PROPOSAL INCLUDES 25 REFERENCES. (LY)

ED 010 869

THE ROLE AND IMPORTANCE OF ADULT EDUCATION IN ZAMBIA. REPORT OF THE FRIEDRICH EBERT FOUNDATION SEMINAR (LUSAKA, APRIL 25-30, 1966).

PUB DATE 66

EDRS PRICE MF-80.18 HC-84.48 112P.

DESCRIPTORS- *ADULT EDUCATION, *DEVELOPING NATIONS, *EDUCATIONAL POLICY, *NATIONAL PROGRAMS, ADULT EDUCATORS, CONFERENCES, INTERAGENCY COOPERATION, LUSAKA, WOMENS EDUCATION, WORK STUDY PROGRAMS,

THE FOLLOWING WERE BROUGHT OUT IN THIS COLLECTION OF PAPERS AND RECOMMENDATIONS OF AN ADULT EDUCATION SEMINAR HELD AT THE STAFF TRAINING COLLEGE, LUSAKA, ZAMBIA--AT THE TIME OF INDEPENDENCE (1964). ADULT EDUCATION FACILITIES IN ZAMBIA EXISTED IN ONLY THREE PROVINCES ON THE RAILROAD LINE, AND OVER 80 PERCENT OF THE POPULATION HAD NO FACILITIES. OF 1.5 MILLION ADULTS, 1 MILLION HAD NEVER BEEN TO SCHOOL. OF PERSONS OVER 16, 75 PERCENT OF THE MALES AND 93 PERCENT OF THE FEMALES WERE ILLITERATE, MOSTLY IN THE RURAL AREAS. EARLY IN 1964 A CRASH PROGRAM OF NIGHT SCHOOLS WAS ORGANIZED IN CENTERS AWAY FROM THE RAILROAD. A CORRESPONDENCE COURSE UNIT WAS ESTABLISHED AT EVELYN HONE COLLEGE OF FURTHER EDUCATION, AND FEES WERE REDUCED AND A POLICY OF INCENTIVE FEE REMISSION INITIATED. IN 1965 A DETAILED ADULT EDUCATION PLAN WAS

PREPARED AS PART OF THE NATIONAL DEVELOPMENT PLAN, 1965-70. AN ADULT EDUCATION SECTION WAS ADDED AT MINISTRY HEADQUARTERS, THE CORRESPONDENCE COURSE UNIT WAS EXPANDED, AND PARTIAL LOCAL FINANCIAL SUPPORT OF ADULT EDUCATION PROGRAMS WAS REQUIRED. TWO ADULT EDUCATION CENTERS WERE FOUNDED AT NDOLA AND LUANShya WHERE DAY COURSES AS WELL AS EVENING COULD BE GIVEN--IDEAL FOR DAY-RELEASE, SHORT COURSES, AND COURSES FOR WOMEN. (EB)

ED 010 870

ADULT BASIC EDUCATION IN LATIN AMERICA.
BY- CORTRIGHT, RICHARD W.

PUB DATE 66

EDRS PRICE MF-80.09 HC-80.80 15P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *DEVELOPING NATIONS, *LITERACY, ILLITERACY, LATIN AMERICA,

THE AUTHOR BRIEFLY REVIEWS STUDIES AND REPORTS ON ADULT BASIC EDUCATION PROGRAMS IN LATIN AMERICA, WHERE IN MOST COUNTRIES AT LEAST 40 PERCENT OF THE ADULT POPULATION IS ILLITERATE. EDUCATION HAS BEEN RELATED TO NATIONAL ECONOMIES, HEALTH, AND SOCIAL AND POLITICAL PROBLEMS. NATIONAL BUDGETS FOR LITERACY PROGRAMS ARE GROWING AND IN SOME COUNTRIES INDUSTRIES HAVE AIDED LITERACY EDUCATION. ADULT PROGRAMS HAVE INCLUDED CHILDREN AND ADOLESCENTS WHO WORK A FULL DAY. THE QUESTION OF WHETHER TO INVEST MORE IN ADULT OR ELEMENTARY PROGRAMS RECURS. THE PEACE CORPS HAS BEEN HELPFUL IN TRAINING TEACHERS OF ILLITERATES AND IN INITIATING PROGRAMS. NUMEROUS REFERENCES ARE MADE TO DOCUMENTS IN ENGLISH, SPANISH, PORTUGUESE, AND FRENCH. THIS ARTICLE CONTAINS SUMMARIES IN FRENCH AND GERMAN AND IS PUBLISHED IN THE "INTERNATIONAL REVIEW OF EDUCATION," VOLUME 12, NUMBER 2, 1966. (JA)

ED 010 871

THE LINGUISTIC VARIABLE AS A STRUCTURAL UNIT.
BY- LABOV, WILLIAM

PUB DATE 66

EDRS PRICE MF-80.09 HC-80.84 21P.

DESCRIPTORS- *ENGLISH, *LINGUISTIC THEORY, *NONSTANDARD DIALECTS, *PHONOLOGY, *SOCIOLINGUISTICS, DIALECT STUDIES, ETHNIC GROUPS, IDIOLECTS, LANGUAGE STYLES, MEASUREMENT, NEW YORK CITY, SOCIAL FACTORS, URBAN LANGUAGE,

RESEARCH ON ENGLISH PHONOLOGY IN NEW YORK CITY IS DESCRIBED. CURRENT LINGUISTIC THEORY IS CONSIDERED UNABLE TO ACCOUNT FOR MASSIVE "FREE VARIATION" IN THE PHONOLOGY OF THE SPEECH OF THAT AREA. ISOLATED WERE PHONOLOGICAL VARIABLES WHICH ARE ASSOCIATED WITH SOCIAL, STYLISTIC, ETHNIC, AND INDIVIDUAL FACTORS IN NEW YORK CITY. QUANTITATIVE INDEXES WERE CONSTRUCTED AND INTERVIEWING TECHNIQUES REVISED TO ISOLATE CONTEXTUAL STYLES. THE FINDINGS SHOW THAT THE SPEECH OF NEW YORKERS IS HIGHLY DETERMINED BY CONTEXT AND SOCIOECONOMIC CLASS. THE RESEARCH PERMITTED ESTABLISHMENT OF A STRUCTURAL UNIT, THE LINGUISTIC VARIABLE, WHICH IS A CLASS OF VARIANTS SUCH AS MORPHS OR PHONES, WHICH IS ORDERED ALONG A CONTINUOUS DIMENSION, AND WHOSE POSITION IS DETERMINED BY AN INDEPENDENT LINGUISTIC OR EXTRALINGUISTIC VARIABLE. THE THEORETICAL CONSEQUENCE OF INTRODUCING THIS CONSTRUCT IS THE ENLARGEMENT OF LINGUISTIC THEORY. THE AUTHOR SUGGESTS THE ADDITION OF THE LINGUISTIC VARIABLE TO THE REPERTORY OF

STRUCTURAL LINGUISTICS TO DESCRIBE REGULARITIES IN LINGUISTIC BEHAVIOR WHICH WOULD OTHERWISE REMAIN INACCESSIBLE. THIS ARTICLE IS PUBLISHED IN THE "WASHINGTON LINGUISTICS REVIEW," VOLUME 3, SPRING 1966. (KL)

ED 010 872 AL 000 023
 LINGUISTIC STUDIES FOR CHINESE TO ENGLISH MACHINE TRANSLATION.
 BY- LEE, THERESA AND OTHERS
 ITEM CORP., LEXINGTON, MASS.
 ROME AIR DEVELOPMENT CENTER, GRIFFISS AFB, N.Y.
 REPORT NUMBER RADC-TR-65-433 PUB DATE JUN 66
 EDRS PRICE MF-80.27 HC-86.84 171P.

DESCRIPTORS- #CHINESE, #COMPUTATIONAL LINGUISTICS, #ENGLISH, #MACHINE TRANSLATION, CONTEXTUAL ASSOCIATIVE METHOD, DATA PROCESSING, LEXINGTON, MORPHOLOGY, SYNTAX,

A LINGUISTIC PROCESSING SYSTEM, WHICH HAS BEEN DEVELOPED FOR CHINESE TO ENGLISH MACHINE TRANSLATION, UTILIZING THE CONTEXTUAL ASSOCIATIVE METHOD WAS DESCRIBED. THE REPORT INCLUDES (1) AN EXPLANATION OF THE LINGUISTIC PROCESSING SYSTEM, (2) MORPHOLOGICAL AND SYNTACTIC ANALYSES, AND (3) AN ANALYSIS OF ENGLISH INFLECTION. MACHINE APPLICABILITY WAS STRESSED THROUGHOUT, AND TESTING OF LINGUISTIC RULES BY MACHINE WAS INITIATED AND PROVED VALUABLE. THE CHINESE INPUT WAS PROCESSED BY CHICODER, A DEVICE USED TO ENCODE CHINESE CHARACTERS. (KL)

ED 010 873 AL 000 026
 COMPUTER-AIDED RESEARCH IN MACHINE TRANSLATION D199, A PARSING PROCEDURE FOR A VECTOR-SYMBOL PHRASE GRAMMAR OF RUSSIAN.
 BY- MARTINS, GARY R., SMITH, STEVEN B.
 BUNKER-RAMO CORP., CANOGA PARK, CALIF.
 REPORT NUMBER BRC-FR-12 PUB DATE DEC 65
 EDRS PRICE MF-80.18 HC-83.95 99P.

DESCRIPTORS- #COMPUTATIONAL LINGUISTICS, #COMPUTER PROGRAMS, #RUSSIAN, #STRUCTURAL ANALYSIS, CANOGA PARK, CONTEXT FREE GRAMMAR, DATA PROCESSING, LINGUISTIC THEORY, SYNTAX, VECTOR SYMBOL PHRASE GRAMMAR,

A COMPUTER PROCEDURE IS DESCRIBED FOR PARSING RUSSIAN SENTENCES WITH A CONTEXT-FREE RECOGNITION GRAMMAR. THIS IS THE FIRST PROJECT UNDER A PROGRAM FOR THE INVESTIGATION OF SEVERAL ASPECTS OF NATURAL LANGUAGE DATA PROCESSING BY FORMALIZED METHODS TO DETERMINE THE USEFULNESS OF FORMALIZED LINGUISTIC TECHNIQUES IN PRACTICAL LANGUAGE DATA PROCESSING APPLICATIONS. EVERY HYPOTHESIS WAS TESTED AS A RUNNING COMPUTATIONAL PROCEDURE BEFORE ACCEPTANCE AS A WORKING PRINCIPLE. THE HARDWARE USED INCLUDED A BUNKER-RAMO MODEL 130 (AN/VVK-1) COMPUTER. THE PROGRAMMING LANGUAGE WAS A VERSION OF FORTRAN IV. AN IMPORTANT CHANGE IN THE GRAMMAR AND ALGORITHM OF THE SYSTEM HAS BEEN THE INTRODUCTION OF "GRAMMATICAL VARIABLES" AS COMPONENTS OF GRAMMATICAL LABELS. THE TERM "VECTOR-SYMBOL PHRASE GRAMMAR" IS USED TO DISTINGUISH IT FROM THE MORE USUAL PHRASE "STRUCTURE GRAMMAR." THE BASIC ALGORITHM AND THE FORM AND FUNCTION OF THE GRAMMATICAL VARIABLES ARE DISCUSSED IN DETAIL. THE RESULTS INDICATE THAT THE MODIFICATION OF THE "VECTOR-SYMBOL PHRASE GRAMMAR," WITH NODE SUPPRESSION, MAKES IT POSSIBLE TO UNDERTAKE WRITING A

PHRASE STRUCTURE GRAMMAR FOR WRITTEN RUSSIAN SUITABLE FOR DATA PROCESSING APPLICATIONS. (KL)

ED 010 874 AL 000 027
 SPECIFICATION AND UTILIZATION OF A TRANSFORMATIONAL GRAMMAR.
 FINAL REPORT.
 BY- ROSENBAUM, PETER S., BLAIR, FRED
 INTERNATIONAL BUSINESS MACHINES CORP.
 REPORT NUMBER AFCLR-66-762 PUB DATE OCT 66
 EDRS PRICE MF-80.18 HC-82.40 60P.

DESCRIPTORS- #COMPUTATIONAL LINGUISTICS, #ENGLISH, #TRANSFORMATION THEORY (LANGUAGE), DEEP STRUCTURE, ENGLISH GRAMMAR I, GRAMMAR, INFORMATION PROCESSING, LISP, SENTENCE SYNTHESIZING PROGRAM (SSP), SURFACE STRUCTURE, SYNTAX, YORKTOWN HEIGHTS,

RESEARCH IN THREE AREAS OF COMPUTATIONAL LINGUISTICS IS DESCRIBED--(1) THE DESIGN AND DEVELOPMENT OF A TRANSFORMATIONAL GRAMMAR FOR A SUBSET TO GRAMMATICAL SENTENCES IN ENGLISH, (2) THE IMPLEMENTATION OF THIS GRAMMAR IN TERMS OF A SENTENCE SYNTHESIZING PROGRAM WRITTEN IN LISP 1.5, AND (3) THE USE OF SENTENCE SYNTHESIZING PROGRAMS FOR TRANSFORMATIONAL GRAMMARS GENERALLY. THE PRIMARY OBJECTIVES HAVE BEEN TO SPECIFY A DESCRIPTIVELY ADEQUATE TRANSFORMATIONAL GRAMMAR FOR ENGLISH, INCORPORATING RECENT THEORETICAL DISCOVERIES, AND TO DEVELOP COMPUTATIONAL PROCEDURES FOR TESTING THE DESCRIPTIVE ADEQUACY OF TRANSFORMATIONAL GRAMMARS OF ADVANCED DESIGN. AN ANALYSIS IS GIVEN OF THE RESULTS OBTAINED, AND METHODOLOGICAL LIMITATIONS ARE DISCUSSED. THE SENTENCE SYNTHESIZING PROGRAM HAS BEEN FOUND VALUABLE IN REVEALING ERRORS IN THE TRANSFORMATIONAL RULES. ALSO AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151 AS AFCLR-66-762. (KL)

ED 010 875 AL 000 029
 A NOTE ON THE DEEP STRUCTURE OF NONSTANDARD ENGLISH IN WASHINGTON, D.C.
 BY- LOFLIN, MARVIN D.
 CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
 REPORT NUMBER AFCLR-66-763 PUB DATE DEC 66
 EDRS PRICE MF-80.09 HC-80.36 8P.

DESCRIPTORS- #ENGLISH, #NEGRO DIALECTS, #NONSTANDARD DIALECTS, #SYNTAX, DEEP STRUCTURE, DISTRICT OF COLUMBIA, TRANSFORMATION THEORY (LANGUAGE),

AMBIGUOUS SENTENCES WITH "BE" IN THE NONSTANDARD SPEECH OF NEGROES ARE DISCUSSED. THE AUTHOR HYPOTHESES THAT THERE ARE DIFFERENCES IN THE UNDERLYING SEMANTIC STRUCTURE (DEEP STRUCTURE) BETWEEN NONSTANDARD NEGRO SPEECH AND OTHER DIALECTS OF ENGLISH, AND THAT A "HABITUATIVE" CATEGORY MUST BE POSTULATED TO REMOVE STRUCTURAL AMBIGUITY. A SAMPLING IS TAKEN FROM THE SPEECH OF NEGRO CHILDREN BETWEEN THE AGES OF 8 TO 14 IN THE WASHINGTON, D.C., AREA. THREE SIMPLIFIED TREE DIAGRAMS SHOW THE DEEP STRUCTURE DIFFERENCES WHICH GIVE THREE DIFFERENT INTERPRETATIONS TO THE SENTENCES "I BE BUSY" OR "WHEN YOU COME, I BE BUSY." IN ADDITION TO THE MODALS "WILL" AND "WOULD," THERE IS A THIRD "HABITUATIVE" CATEGORY, WHICH REPRESENTS A RECURRING ACTIVITY ENGAGED IN AT SPECIFIC TIMES. (KL)

ED 010 876 AL 000 062
 CURRENT SOCIAL DIALECT RESEARCH AT AMERICAN HIGHER
 INSTITUTIONS.
 CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
 REPORT NUMBER 2 PUB DATE 15 NOV 66
 NATIONAL COUNCIL OF TEACHERS OF ENGLISH
 EDRS PRICE MF-80.09 HC-81.52 38P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *ENGLISH, *LANGUAGE,
 *LANGUAGE RESEARCH, *SOCIAL DIALECTS, CHAMPAIGN, DISTRICT OF
 COLUMBIA, HEAD START, HIGHER EDUCATION, LITERACY, NONSTANDARD
 DIALECTS, PROJECT LITERACY, READING, SOCIAL CLASS.

REPORT NUMBER 2 OF THE CLEARINGHOUSE FOR SOCIAL DIALECT
 STUDIES (CENTER FOR APPLIED LINGUISTICS AND NATIONAL COUNCIL
 OF TEACHERS OF ENGLISH) GIVES BRIEF DESCRIPTIONS OF 26
 CURRENT, PROJECTED, OR RECENTLY COMPLETED SOCIAL DIALECT
 STUDIES AT UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER
 LEARNING IN THE UNITED STATES. THE EMPHASIS IS ON THE SPEECH
 OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH AND
 ASSOCIATED SCHOOL PROBLEMS. THE OBJECTIVES AND PROCEDURES OF
 EACH PROJECT ARE DESCRIBED IN THE REPORT. MOST OF THE
 PROGRAMS DESCRIBED ARE SCHOOL-BASED, BUT SOME ARE UNDER THE
 AUSPICES OF GOVERNMENT PROGRAMS LIKE PROJECT HEAD START AND
 PROJECT LITERACY. (KL)

ED 010 877 AL 000 068
 A PARAMETRIC STUDY OF LANGUAGE TRAINING IN THE PEACE CORPS.
 FINAL REPORT.
 BY- CARROLL, JOHN B. AND OTHERS
 HARVARD UNIV., CAMBRIDGE, MASS.
 PUB DATE 66
 EDRS PRICE MF-80.27 HC-86.44 161P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS,
 *LANGUAGE TESTS, *MEASUREMENT TECHNIQUES, APTITUDE,
 CAMBRIDGE, LEARNING, PEACE CORPS, PORTUGUESE, SPANISH.

A STUDY WAS UNDERTAKEN TO INVESTIGATE FOREIGN LANGUAGE
 LEARNING IN BOTH INTRAINING AND FIELD PROGRAMS OF THE PEACE
 CORPS, AND TO DETERMINE INDIVIDUAL AND EXPERIENCE FACTORS
 AFFECTING THE RATE OF LANGUAGE LEARNING. THE OBJECTIVE WAS TO
 DEVELOP A PROTOTYPE FOR A PARAMETRIC STUDY INVOLVING SUCH
 FACTORS AS LANGUAGE APTITUDE AND PRIOR LANGUAGE TRAINING. A
 TOTAL OF 444 TRAINEES IN SPANISH AND 53 TRAINEES IN
 PORTUGUESE AT THE UNIVERSITY OF NEW MEXICO WERE GIVEN
 PLACEMENT TESTS AND LANGUAGE APTITUDE AND PROFICIENCY TESTS
 AT VARIOUS STAGES OF THE TRAINING PROGRAM. RESULTS SHOWED
 THAT PRIOR KNOWLEDGE, NOT APTITUDE, DETERMINED THE DEGREE OF
 FLUENCY. A FOLLOWUP STUDY WAS DONE IN THE FIELD WITH SIMILAR
 RESULTS. RECOMMENDATIONS WERE MADE RESPECTING (1) LENGTH OF
 COURSE, (2) FURTHER TRAINING IN THE FIELD, (3) THE IMPORTANCE
 OF VARIABLES SUCH AS APTITUDE AND PRIOR KNOWLEDGE IN TRAINEE
 SELECTION, AND (4) DEVELOPMENT OF A PROGRAM OF LANGUAGE
 PROFICIENCY MEASUREMENT. (KL)

ED 010 878 AL 000 064
 SELECTED BIBLIOGRAPHY IN PROGRAMMED INSTRUCTION.
 BY- ROBERTS, A. HOOD
 CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
 PUB DATE DEC 66
 EDRS PRICE MF-80.09 HC-80.98 24P.

DESCRIPTORS- *BIBLIOGRAPHIES, *LANGUAGE INSTRUCTION,
 *PROGRAMED INSTRUCTION, CLEARINGHOUSES, COMPUTER ORIENTED
 PROGRAMS, DISTRICT OF COLUMBIA, LITERACY, PROGRAM
 EFFECTIVENESS, READING.

SELECTED ARTICLES IN PROGRAMED INSTRUCTION WERE
 COLLECTED AND ANNOTATED FOR THIS PUBLICATION. TYPES OF
 MATERIALS INCLUDED WERE BASIC REFERENCE BOOKS, JOURNAL
 ARTICLES, RESEARCH DOCUMENTS, AND SOME UNPUBLISHED PAPERS,
 COVERING THE PERIOD 1960-66. REFERENCES WERE LISTED ACCORDING
 TO THE FOLLOWING CATEGORIES--PROGRAMED INSTRUCTION - GENERAL
 REFERENCES, LISTS OF AVAILABLE PROGRAMS, REVIEWS OF THE
 LITERATURE AND RESEARCH, PROGRAM EVALUATION, PROGRAMED
 FOREIGN LANGUAGE INSTRUCTION - GENERAL PAPERS, PROGRAMING
 PRINCIPLES, RESEARCH AND DEVELOPMENT, REVIEWS OF PROGRAMS AND
 PUBLICATIONS, PROGRAMED INSTRUCTION IN READING AND LITERACY
 TRAINING, AND COMPUTER-ASSISTED INSTRUCTION AND LANGUAGE
 TEACHING. (RS)

ED 010 879 AL 000 100
 ADJECTIVES AS NOUN PHRASES.
 BY- ROSS, JOHN ROBERT
 PUB DATE 28 DEC 66
 EDRS PRICE MF-80.09 HC-80.76 10P.

DESCRIPTORS- *ENGLISH, *SYNTAX, *TRANSFORMATION THEORY
 (LANGUAGE), ADJECTIVES, DEEP STRUCTURE, SEMANTICS, VERBS.

THIS ANALYSIS OF UNDERLYING SYNTACTIC STRUCTURE IS BASED
 ON THE ASSUMPTION THAT THE PARTS OF SPEECH CALLED "VERBS" AND
 "ADJECTIVES" ARE TWO SUBCATEGORIES OF ONE MAJOR LEXICAL
 CATEGORY, "PREDICATE." FROM THIS ASSUMPTION, THE HYPOTHESIS
 IS ADVANCED THAT, IN LANGUAGES EXHIBITING THE COPULA, THE
 DEEP STRUCTURE OF SENTENCES CONTAINING PREDICATE ADJECTIVES
 IS IDENTICAL IN ALL SIGNIFICANT RESPECTS TO THAT OF SENTENCES
 WITH PREDICATES CONTAINING VERBS. THIS IMPLIES THE CLAIMS
 THAT "BE" IS A TRUE VERB AND THAT IT HAS A DEEP STRUCTURE
 SIMILAR TO SUCH LEXICAL ITEMS AS "TRY" AND "KNOW." SIX
 ARGUMENTS FROM WIDELY VARYING AREAS OF SYNTAX ARE USED TO
 SUPPORT THE HYPOTHESIS. THIS PAPER WAS PRESENTED AT THE
 WINTER MEETING OF THE LINGUISTIC SOCIETY OF AMERICA (NEW
 YORK, DECEMBER 28, 1966). (KL)

ED 010 880 AL 000 102
 THE PSYCHOLOGICAL INVESTIGATION OF THE DEVELOPMENT OF NEW
 VERBAL BEHAVIOR. FINAL TECHNICAL REPORT.
 BY- FERSTER, C.B.
 INSTITUTE FOR BEHAVIORAL RES., SILVER SPRING, MD.
 PUB DATE JUL 66
 EDRS PRICE MF-80.18 HC-83.72 93P.

DESCRIPTORS- *GERMAN, *PROGRAMED INSTRUCTION,
 *PSYCHOLINGUISTICS, *TEACHING MACHINES, *VIETNAMESE, LANGUAGE
 INSTRUCTION, MOTIVATION, REINFORCEMENT, RESEARCH, SILVER
 SPRINGS.

THESE EXPERIMENTS WITH VERBAL BEHAVIOR WERE CARRIED OUT
 AS AN EXTENSION AND ADAPTATION OF GENERAL LABORATORY
 PRINCIPLES DEVELOPED WITH ANIMALS. THE EXPERIMENTS COVERED
 THREE AREAS. THE FIRST WAS AN APPLICATION OF GENERAL
 PRINCIPLES OF VERBAL BEHAVIOR, LARGELY BASED ON SKINNER'S
 ANALYSIS, TO THE PROBLEMS OF TEACHING A SECOND LANGUAGE.

ACTUAL TEACHING PROGRAMS WERE DEVELOPED IN GERMAN AND VIETNAMESE. THE SECOND AREA OF RESEARCH WAS A PROGRAM OF EXPERIMENTS DESIGNED TO TEST THE HYPOTHESIS THAT TRAINING AS A LISTENER AND A READER WOULD ENHANCE THE DEVELOPMENT OF SPEAKING AND WRITING. THE EXPERIMENTS WERE CARRIED OUT, USING A SINGLE VIETNAMESE PHONEME, TO TRACE THE INFLUENCE ON PRONUNCIATION OF THE SUBJECT'S SKILL AS A LISTENER. A THIRD AREA OF EXPERIMENTS CONCERNED MOTIVATIONAL VARIABLES. THE AUTOMATIC PROGRAMMING OF THE TEACHING MACHINE MATERIALS MADE IT POSSIBLE TO MANIPULATE MANY OF THE RELEVANT REINFORCERS. THE EXPERIMENTS DEALT MAINLY WITH THE ASPECT OF THE TEACHING MACHINE PERFORMANCES THAT WERE REINFORCED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL AND SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, AND FOR QUALIFIED INVESTIGATORS, FROM DDC, CAMERON STATION, ALEXANDRIA, VIRGINIA 22314. (RS)

ED 010 881

AL 000 103

A SCHEMA FOR SENTENCE COORDINATION.

BY- SCHANE, SANFORD A.

MITRE CORP., BEDFORD, MASS.

REPORT NUMBER MTP-10

PUB DATE APR 66

EDRS PRICE MF-80.18 HC-82.60 65P.

DESCRIPTORS- *COMPUTATIONAL LINGUISTICS, *ENGLISH, *LINGUISTIC THEORY, *TRANSFORMATION THEORY (LANGUAGE), COMPUTER PROGRAMS, MITRE GRAMMAR, PHRASE STRUCTURE, TRANSFORMATIONS.

A COORDINATION SCHEMA IS DESCRIBED WHICH HAS BEEN INTRODUCED IN THE "MITRE" GRAMMAR. THIS SCHEMA DEALS WITH THE TYPE OF COORDINATION WHERE A SINGLE SENTENCE OF TWO OR MORE CONSTITUENTS ALLOWS FOR A PARAPHRASE OF TWO OR MORE SEPARATE SENTENCES WHICH ARE IDENTICAL IN EVERY RESPECT EXCEPT FOR THE CONJOINABLE MEMBERS. THE NEW APPROACH REPLACES EARLIER APPROACHES IN GENERATIVE GRAMMAR WHICH HANDLED COORDINATE CONSTRUCTIONS BY USING GENERALIZED TRANSFORMATIONS, AND LATER EMBEDDING TRANSFORMATIONS. THE REPORT CONTAINS TWO SECTIONS. THE FIRST IS THEORETICAL AND DESCRIBES THE NEW SCHEMA WHICH CONSISTS OF TWO SETS OF RULES--(1) THE PRIMARY CONJUNCTION RULES WHICH DERIVE A SINGLE SENTENCE WITH CONJOINED CONSTITUENTS FROM TWO OR MORE COORDINATE SENTENCES, AND (2) THE SECONDARY CONJUNCTION RULES WHICH OPERATE ON THESE DERIVED COORDINATE STRUCTURES, CONVERTING THEM TO RELATED VARIANT FORMS. THIS SCHEMA ENTAILS A REEXAMINATION OF SOME OF THE PHRASE STRUCTURE RULES. THE SECOND PART OF THE REPORT DISCUSSES THE IMPLEMENTATION OF THIS SCHEMA. FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151. (KL)

ED 010 882

AL 000 107

SOME NOTES ON ENGLISH MORPHOPHONEMICS.

BY- HILL, KENNETH C.

PUB DATE DEC 66

EDRS PRICE MF-80.09 HC-80.76 19P.

DESCRIPTORS- *ENGLISH, *MORPHOPHONEMICS, *PHONOLOGY, *VOWELS, DISTINCTIVE FEATURES, PHONETICS.

THE RELATION IS EXAMINED BETWEEN SIMPLE VOWEL SOUNDS IN ENGLISH AND VOWELS ASSOCIATED WITH GLIDES, OR SEMIVOWELS, SOMETIMES REFERRED TO AS "COMPOUND PHONEMES." THESE COMPLEX

VOWEL NUCLEI PARTICIPATE IN MORPHOPHONEMIC ALTERNATIONS WITH SIMPLE VOWEL NUCLEI, AS FOR EXAMPLE, IN THE ALTERNATION OF VOWEL NUCLEI IN THE PAIR "SLEEP/SLEPT." THE SYSTEM UNDERLYING SUCH REGULAR ALTERNATIONS IS DESCRIBED AND RULES ARE GIVEN TO ACCOUNT FOR THE PHONETIC SHAPES OF THE ALTERNATIONS. THE DEVELOPMENT OF SUCH A SYSTEM RESTS ON THE ASSUMPTIONS THAT (1) FORMS PHONETICALLY DIFFERENT BUT MORPHOPHONEMICALLY RELATED ARE BASED ON THE SAME UNDERLYING FORM, AND (2) THE UNDERLYING SYSTEM COULD BE EVALUATED BY CONSIDERATIONS OF OPTIMAL SIMPLICITY IN THE SYSTEM AS WELL AS IN THE RULES FOR DERIVATION OF SUPERFICIAL PHONETIC SHAPES FROM UNDERLYING MORPHOPHONEMIC SHAPES. ENGLISH COMPLEX AND SIMPLE VOWEL NUCLEI ARE CLASSIFIED IN TERMS OF DISTINCTIVE FEATURES AND THE TWO SETS ARE DISTINGUISHED BY THE FEATURE OF TENSENESS VERSUS LAXNESS IN THE VOWELS UNDERLYING THE NUCLEI. THESE RULES ACCOUNT SYNCHRONICALLY FOR PHENOMENA WHICH ARE THE RESULTS OF THE SO-CALLED "GREAT VOWEL SHIFT" AND CAN BE ACCOUNTED FOR SYNCHRONICALLY BY ONE RULE FOR THE TENSE VOWELS AND ANOTHER FOR THE LAX VOWELS. (KL)

ED 010 883

AL 000 118

APPLICATIONS OF PSYCHOLINGUISTIC THEORY TO FOREIGN LANGUAGE TEACHING.

BY- ESTARELLAS, JUAN

PUB DATE 5 FEB 66

EDRS PRICE MF-80.09 HC-80.88 22P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *LANGUAGE INSTRUCTION, #PROGRAMED INSTRUCTION, *PSYCHOLINGUISTICS, *SPANISH, COLLEGE CURRICULUM, FLORIDA ATLANTIC UNIVERSITY, LINEAR PROGRAMING, PSYCHOLOGY.

A PRELIMINARY DISCUSSION OF THE FIELD OF PSYCHOLINGUISTICS IS GIVEN TO PROVIDE THE BACKGROUND FOR ILLUSTRATING ITS APPLICATION TO FOREIGN LANGUAGE TEACHING. THE SPECIFIC EXAMPLES GIVEN ARE FROM A PROGRAMED COURSE DEVELOPED BY THE AUTHOR FOR TEACHING SPANISH TO COLLEGE STUDENTS. THE MORPHEMIC AND SYNTACTIC STRUCTURES OF THE LANGUAGE ARE EMPHASIZED, ON THE BASIS OF A DETAILED CONTRASTIVE ANALYSIS OF THE LANGUAGES INVOLVED. A DIAL-SELECTION AUDIO-VIDEO LANGUAGE LABORATORY IS USED FOR PRESENTATION OF THE MATERIALS. THIS LABORATORY IS UNIQUE AND EXISTS IN THIS FORM ONLY AT FLORIDA ATLANTIC UNIVERSITY. THE MATERIALS CAN ALSO BE ADAPTED FOR PRESENTATION IN MORE TRADITIONAL SETTINGS. EXPERIMENTAL RESULTS OBTAINED WITH THE PROGRAM ARE DISCUSSED AND FUTURE APPLICATIONS OF PSYCHOLINGUISTIC THEORY TO LANGUAGE TEACHING ARE PRESENTED. THIS PAPER WAS DELIVERED AT THE SOUTHERN CONFERENCE ON LANGUAGE TEACHING (2ND, ATLANTA, FEBRUARY 3-5, 1966). (RS)

ED 010 884

AL 000 218

BEGINNING IN SOMALI. REVISED EDITION.

BY- PIA, J. J. AND OTHERS

SYRACUSE UNIV., N.Y.

PUB DATE 66

EDRS PRICE MF-80.54 HC-816.12 403P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *LANGUAGE, *SOMALI, AFRICAN LANGUAGES, AURAL LEARNING, CUSHITIC, LANGUAGE GUIDES, PEACE CORPS, PHONOLOGY, SYRACUSE,

THIS COURSE WAS DEVELOPED UNDER A PEACE CORPS CONTRACT

TO PROVIDE INSTRUCTION IN SOMALI AT AN ELEMENTARY LEVEL. GRAMMATICAL COVERAGE IS SUFFICIENT TO PERMIT THE STUDENTS TO ACHIEVE 52, AS DEFINED IN THE ABSOLUTE LANGUAGE PROFICIENCY RATINGS OF THE FOREIGN SERVICE INSTITUTE. THE VOLUME IS A REVISION OF AN EARLIER COURSE. THE APPROACH USED IS THE "MICROWAVE FORMAT," IN WHICH THERE IS A SHORT ELAPSED TIME BETWEEN THE INTRODUCTION OF NEW GRAMMATICAL MATERIAL AND ITS USE IN CONVERSATION. BRIEF STATEMENTS ARE GIVEN OF THE PHONOLOGY OF SOMALI AND THE METHOD OF TRANSCRIPTION USED. (KL)

ED 010 885

CG 000 012

THE FUTURE OF ELEMENTARY SCHOOL GUIDANCE.

BY- HOUGHTON, HUBERT W.

ILLINOIS STATE OFF. OF SUPT. OF PUB. INSTR., SPRINGFIELD

PUB DATE 66

EDRS PRICE MF-80.09 HC-80.52 13P.

DESCRIPTORS- #ELEMENTARY SCHOOL COUNSELORS, #ELEMENTARY SCHOOL GUIDANCE, #PROGRAM DEVELOPMENT, COUNSELOR CLIENT RATIO, COUNSELOR FUNCTIONS, COUNSELOR PREPARATION, DEVELOPMENTAL GUIDANCE, GUIDANCE PROGRAMS, SPRINGFIELD,

THE RESEARCH REVIEWED INDICATES THE NEED FOR A WELL-DEFINED CONCEPTION OF THE ELEMENTARY SCHOOL GUIDANCE PROGRAM AS A UNIQUELY FUNCTIONING ENTITY. EMERGING AGREEMENTS WHICH MAY BECOME PART OF THE BASIC THEORY AND FUNCTIONAL ASPECTS OF ELEMENTARY SCHOOL GUIDANCE INCLUDE (1) MODIFICATION OF PUPIL, TEACHER, AND PARENT BEHAVIOR WITH OBJECTIVES BASED ON THE REGULAR STUDY OF CHILDREN'S NEEDS, (2) SERVICES WHICH ARE AVAILABLE FOR ALL BOYS AND GIRLS, (3) SPECIAL KNOWLEDGES, APPROACHES AND TRAINING DEVELOPED PARTICULARLY FOR THE ELEMENTARY SCHOOL COUNSELOR, (4) FUTURE ACTION WITH RESPECT TO THEORY, PRACTICES, COUNSELOR ROLE, AND FUNCTION WHICH IS COOPERATIVELY DEVELOPED BY ALL MEMBERS OF THE SCHOOL STAFF AT ALL LEVELS (LOCAL AND STATE), AND (5) THE NEED FOR MORE PREVENTION-CENTERED AND LESS PROBLEM-CENTERED COUNSELING. DISAGREEMENT IS GENERATED BY THE USE OF A VARIETY OF ALREADY EXISTING APPROACHES IN ELEMENTARY GUIDANCE (SUCH AS THERAPEUTIC COUNSELING, SECONDARY SCHOOL GUIDANCE, CHILD STUDY) AND BY USE OF ONLY PROFESSIONAL JUDGMENT IN COUNSELOR TRAINING DUE TO A LACK OF JOB ANALYSIS. OTHER ISSUES NEEDING RESOLUTION INCLUDE THE DIFFERENTIAL NATURE OF ELEMENTARY SCHOOL COUNSELING, THE RELATIONSHIP OF EDUCATIONAL GUIDANCE WITH OTHER PUPIL PERSONNEL SERVICES, THE NEED FOR A STRUCTURAL PATTERN TO SERVE AS A MODEL FOR DEVELOPMENT, AND THE COUNSELOR-CLIENT RATIO. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS." (PS)

ED 010 886

CG 000 013

FORCES INFLUENCING THE COUNSELOR'S ROLE.

BY- MOLES, DONALD

ILLINOIS STATE OFF. OF SUPT. OF PUB. INSTR., SPRINGFIELD

PUB DATE 66

EDRS PRICE MF-80.09 HC-80.56 14P.

DESCRIPTORS- #COUNSELOR ROLE, #COUNSELORS, COMMUNITY RESOURCES, CONSULTANTS, COUNSELING, COUNSELOR CERTIFICATION, COUNSELOR PREPARATION, HELPING RELATIONSHIP, SPRINGFIELD,

DEFINING THE ROLE OF A COUNSELOR IS A TASK WHICH IS COMPLICATED BY THE CHANGING WORLD, THE CHANGING SOCIAL STRUCTURE, AND THE INFLUENCES OF GOVERNMENT. THE ROLE IS FURTHER COMPLICATED BY THE FACT THAT COUNSELING HAS ORIGINATED FROM A VARIETY OF DISCIPLINES, BORROWING FROM THE JOB OF THE TEACHER, THE ADMINISTRATOR, THE SOCIAL WORKER, AND THE PSYCHOLOGIST. CERTIFICATION IS NEEDED AND NATIONAL STANDARDS SHOULD BE SET UP. ALSO, THERE IS A NEED FOR GREATER COHESION BETWEEN VARIOUS COUNSELOR TRAINING PROGRAMS EVEN THOUGH THEY ARE DESIGNED TO MEET THE NEEDS OF VARYING SCHOOL PROGRAMS AND COMMUNITY NEEDS. THE KINDS OF ROLES THE COUNSELOR SHOULD PERFORM ARE TO ACT AS A MEMBER OF THE EDUCATIONAL TEAM, TO PROVIDE HELPING RELATIONSHIPS FOR STUDENTS, TO SERVE AS A PROFESSIONAL CONSULTANT TO THE STAFF, PARENTS, TEACHERS, CHILDREN, AND PEOPLE IN THE COMMUNITY, TO BE ABLE TO DEVELOP AND MANAGE A GUIDANCE PROGRAM, AND TO SERVE AS A RESOURCE PERSON MAKING CONTACTS WITH HOSPITALS, USING COMMUNITY RESOURCES, AND FINDING PSYCHOLOGISTS. IN THE FUTURE, DIFFERING LEVELS OF COUNSELOR ACTIVITY WILL EXIST AND THE TERM COUNSELOR MAY BE CHANGED TO MORE ACCURATELY REFLECT THE NATURE OF COUNSELING ACTIVITIES. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS." (PS)

ED 010 887

CG 000 014

RESPONSIBILITIES OF THE ELEMENTARY SCHOOL COUNSELOR.

BY- CHLSEN, MERLE H.

ILLINOIS STATE OFF. OF SUPT. OF PUB. INSTR., SPRINGFIELD

PUB DATE 66

EDRS PRICE MF-80.09 HC-80.52 13P.

DESCRIPTORS- #ADMINISTRATOR ATTITUDES, #COUNSELOR FUNCTIONS, #COUNSELOR TRAINING, #ELEMENTARY SCHOOL COUNSELING, #TEACHER ROLE, COUNSELOR QUALIFICATIONS, ELEMENTARY SCHOOLS, SPRINGFIELD,

ELEMENTARY SCHOOL PRINCIPALS' ATTITUDES TOWARD COUNSELING, AS INDICATED BY RECENT RESEARCH, VARIED FROM OPPOSITION TO ELEMENTARY SCHOOL COUNSELORS, BASED MAINLY ON COUNSELOR FAILURE TO ADAPT TO THE ELEMENTARY SCHOOL SETTING, TO SUPPORT AND ACCEPTANCE BASED ON A WELL-DEFINED VIEW OF THE FUNCTION OF THE ELEMENTARY SCHOOL COUNSELOR AND THE STRUCTURE OF THE ELEMENTARY SCHOOL PROGRAM. THE ROLE OF THE ELEMENTARY SCHOOL TEACHER IS DEFINED IN TERMS OF COGNITIVE AND CONATIVE ASPECTS OF LEARNING. ELEMENTARY SCHOOL COUNSELOR FUNCTIONS INCLUDE CONSULTING WITH TEACHERS TO DISCOVER PROBLEMS EARLY AND IMPROVE THE ATMOSPHERE WITHIN THE CLASSROOM AND COUNSELING WITH PARENTS, WITH SUCH COUNSELING BEING LIMITED TO CHILDREN'S SCHOOL ADJUSTMENT PROBLEMS. ANOTHER FUNCTION IS TO ESTABLISH AN EMPATHETIC RELATIONSHIP WITH CHILDREN. SPECIAL CHARACTERISTICS OF THE LATTER FUNCTION INCLUDE COMMUNICATING ON A SIMPLE VERBAL LEVEL, AND HELPING CHILDREN TO RELATE TO ADULTS OTHER THAN THEIR PARENTS. ELEMENTARY SCHOOL COUNSELOR TRAINING PROGRAMS SHOULD INCLUDE, IN ADDITION TO A CORE CURRICULUM, GROUP GUIDANCE METHODS FOR BOTH CHILDREN AND PARENTS, SPECIAL TRAINING IN SERVING AS A TEACHER CONSULTANT, AND THE PRACTICUM EXPERIENCE. THE MAJORITY OF MASTER'S DEGREE ELEMENTARY SCHOOL COUNSELORS COME FROM THE RANKS OF ELEMENTARY SCHOOL TEACHERS. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL

GUIDANCE IN ILLINOIS.* (PS)

ED 010 888

COUNSELING PRACTICES.

BY- WATERLOO, GLENN E.

ILLINOIS STATE OFF. OF SUPT. OF PUB. INSTR., SPRINGFIELD

CG 000 018

PUB DATE 66

EDRS PRICE MF-80.00 HC-80.40 10P.

DESCRIPTORS- #COUNSELING, #COUNSELING GOALS, #COUNSELORS, COMMUNICATION SKILLS, COUNSELOR ACCEPTANCE, ELEMENTARY SCHOOL COUNSELING, EVALUATION CRITERIA, PROBLEM CHILDREN, REFERRAL, SPRINGFIELD,

THE NEED FOR COUNSELING IS EMPHASIZED BY THE FACT THAT 875,000 CHILDREN IN THE UNITED STATES HAVE MENTAL AND PHYSICAL IMPEDIMENTS TO LEARNING. TYPICAL COUNSELING PRACTICES ARE PROBLEM-CENTERED COUNSELING, EXCLUSIVELY "VOCATIONAL" OR "EDUCATIONAL" COUNSELING WITH LITTLE CONCERN FOR THE WHOLE INDIVIDUAL, EXTREME DIRECTIVE OR NONDIRECTIVE COUNSELING, THE "CLINICAL" APPROACH WHICH ASSUMES THAT EVERYONE HAS A DEVIANT PROBLEM, ECLECTIC COUNSELING, INFORMATION GIVING, AND "THE PAL" WHO TRIES TO BE EVERYTHING TO THE CHILD. AN IMMEDIATE COUNSELING GOAL IS TO ENABLE THE CHILD TO EXPRESS HIMSELF. A LONG RANGE GOAL IS TO PROMOTE DEVELOPMENT. BACKGROUND INFORMATION IS IMPORTANT. A BASIC COMMUNICATION TECHNIQUE INVOLVES "LISTENING" FOR NONVERBAL AS WELL AS VERBAL CLUES. THE COUNSELOR OCCASIONALLY MUST INTERVENE IN THE LIFE PROCESS OF THE CHILD TO INTERRUPT SELF-DECEIVING BEHAVIOR PATTERNS. THE COUNSELOR SHOULD SHOW ACCEPTANCE OF THE CHILD, AND MOVE FROM WITHIN THE CHILD'S FRAME OF REFERENCE. HE SHOULD ALSO RECOGNIZE THE LIMITS OF THE COUNSELING PROCESS AND MAKE REFERRALS WHEN NECESSARY. THE ULTIMATE TEST OF COUNSELING UPON WHICH EVALUATION CRITERIA SHOULD BE BASED IS WHETHER THE PERSON IS MOVING TOWARD SELF-RELIANCE AND ACCEPTANCE OF HIMSELF. THE AUTHOR FEELS THAT COUNSELORS RESIST CHANGE, AND SHOULD DEVELOP A COUNSELING THEORY, COUNSELING GOALS, AND EVALUATION PROCEDURES. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS." (PS)

ED 010 889

DIMENSIONS OF THE COUNSELOR'S RELATIONSHIPS.

CG 000 016

BY- KACZKOWSKI, HENRY R.

ILLINOIS STATE OFF. OF SUPT. OF PUB. INSTR., SPRINGFIELD

PUB DATE 66

EDRS PRICE MF-80.00 HC-80.64 10P.

DESCRIPTORS- #COUNSELORS, #ELEMENTARY SCHOOL COUNSELING, #STUDENT PERSONNEL SERVICES, BEHAVIOR CHANGE, CONSULTANTS, CONSULTATION PROGRAMS, COUNSELOR PREPARATION, RATIONAL THERAPY, SELF CONCEPT, SPRINGFIELD, TEACHERS,

THE PUPIL PERSONNEL SERVICES CONCEPT EMPHASIZES A TEAM APPROACH. AN INHERENT WEAKNESS IN THIS CONCEPT IS THE TENDENCY TOWARD COMPARTMENTALIZATION OF THE INDIVIDUAL. A NATURAL RELATIONSHIP EXISTS BETWEEN GUIDANCE AND INSTRUCTION BECAUSE BOTH DEAL WITH THE PUPIL, GUIDANCE WITH CONATIVE ASPECTS AND INSTRUCTION WITH COGNITIVE ASPECTS. THE STRATEGIES WHICH ARE COMMONLY EMPLOYED IN GUIDANCE--REMEDIAL, PREVENTATIVE, AND PROMOTIONAL--PROMOTE STRUCTURING WHICH

CAUSES THE INDIVIDUAL TO LOSE FLEXIBILITY. SELF-CONCEPT IS RELATED TO SUCCESSFUL FUNCTIONING IN LEARNING AND IN LATER ADJUSTMENT TO LIFE. COUNSELORS HELP CHILDREN FORM SELF-CONCEPTS BY AIDING THEM TO DEVELOP VALUES. POOR TASK DEFINITION CAUSES ELEMENTARY SCHOOL COUNSELORS TO ADOPT PROCEDURES USED WITH OLDER CHILDREN. COGNITION PLUS EMOTION (RATIONAL THERAPY) SEEMS EFFECTIVE IN CHANGING BEHAVIOR. COUNSELORS SHOULD DEVELOP A PARTICULAR PHILOSOPHY OF LIFE AND DEVELOP THEIR PERCEPTUAL ORGANIZATION RATHER THAN MASTER COUNSELING TECHNIQUES AND THEORY. THE ESSENTIAL PROCEDURE USED IN TEACHER CONSULTATION IS EXPLORATION OF SELF-CONCEPT. THIS PROCEDURE CREATES CONFLICT WITHIN THE TEACHER BETWEEN A DESIRE TO HELP A CHILD, AND TIME AND KNOWLEDGE LIMITATIONS. AS ORGANIZATION OF THE ELEMENTARY SCHOOL DOES NOT PROVIDE OPPORTUNITIES FOR REGULAR CONSULTATION BETWEEN COUNSELORS AND TEACHERS, PLANS FREEING TEACHERS FOR PROFESSIONAL TASKS OTHER THAN TEACHING ARE BENEFICIAL. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS." (PS)

ED 010 890

COUNSELING CHILDREN IN GROUPS.

BY- CHLSEN, MERLE H.

ILLINOIS STATE OFF. OF SUPT. OF PUB. INSTR., SPRINGFIELD

CG 000 017

PUB DATE 66

EDRS PRICE MF-80.00 HC-80.60 15P.

DESCRIPTORS- #ELEMENTARY SCHOOL STUDENTS, #GROUP COUNSELING, #GROUP MEMBERSHIP, #ROLE PLAYING, CLASSROOM TECHNIQUES, COUNSELING, ELEMENTARY SCHOOL COUNSELORS, GRADE 4, GRADE 5, GRADE 6, GRADE 7, GROUP STRUCTURE, LEARNING EXPERIENCE, PARENT PARTICIPATION, SPRINGFIELD,

COUNSELING IS AN ACCEPTING, TRUSTING RELATIONSHIP DEALING WITH NORMAL CHILDREN AND EMPHASIZING THE COUNSELOR'S SPECIAL ABILITY TO LISTEN, EMPATHIZE, AND UNDERSTAND. THE SETTING OF GROUP COUNSELING PROVIDES EXCELLENT CONDITIONS FOR LEARNING. EFFECTIVE GROUP COUNSELING INVOLVES TREATMENT BY THE GROUP AS WELL AS INDIVIDUAL TREATMENT WITHIN THE GROUP. COUNSELORS MUST BE AWARE OF HOW GROUP MEMBERS' COMMENTS AND ACTIONS INFLUENCE OTHER MEMBERS. THE SELECTION OF YOUNGSTERS FOR GROUP COUNSELING SHOULD BE BASED UPON THE TYPE OF PROBLEM (STUDENTS WITH SIMILAR PROBLEMS SHOULD NOT BE PLACED IN THE SAME GROUP), READINESS FOR COUNSELING, THE CHILD'S IMPACT ON OTHER GROUP MEMBERS, AND HIS PARENTS' SUPPORT. GROUP COUNSELING METHODS MUST BE MODIFIED FOR USE WITH ELEMENTARY SCHOOL CHILDREN (FOURTH, FIFTH, AND SIXTH GRADERS). SUCH GROUPS REQUIRE MORE STRUCTURE AND SHOULD BE MORE LIMITED IN TIME AND NUMBER OF PARTICIPANTS. THE COUNSELOR PLAYS A MORE ACTIVE ROLE, AND SUPPORT AND ASSISTANCE FROM TEACHERS AND PARENTS ARE NEEDED OUTSIDE THE GROUP. ROLE-PLAYING IS AN EFFECTIVE METHOD FOR THIS AGE LEVEL. AS VERBALIZATION IS DIFFICULT FOR PRIMARY SCHOOL-AGE CHILDREN, MORE PLAY MATERIAL IS NECESSARY. TEACHERS MAY USE GROUP TECHNIQUES TO MOTIVATE LEARNING AND TO PROVIDE INDIVIDUALS WITH AN OPPORTUNITY TO RELIEVE A SPECIAL PROBLEM THROUGH ROLE-PLAYING. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS." (PS)

REPORT RESUMES

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ED 010 891

CG 000 018

GROUP GUIDANCE IN THE ELEMENTARY SCHOOL.

BY- SCHMIDT, WESLEY I.

ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD

PUB DATE 66

EDRS PRICE MF-80.00 HC-80.72 18P.

DESCRIPTORS- *ELEMENTARY SCHOOL GUIDANCE, *GROUP GUIDANCE, CLASSROOM GUIDANCE PROGRAMS, DEVELOPMENTAL PROGRAMS, GROUP COUNSELING, GROUP STRUCTURE, GUIDANCE FUNCTIONS, MALADJUSTMENT, PEER GROUPS, SELF CONCEPT, SPRINGFIELD,

GROUP WORK IN THE ELEMENTARY SCHOOL IS AN EFFECTIVE METHOD FOR DEALING WITH THE INSTRUCTIONAL ASPECTS OF GUIDANCE AND OF ASSISTING CHILDREN WHO SHOW A DEFEATING SELF-CONCEPT OR AN INABILITY TO RELATE TO OTHERS. GROUP WORK IS AN EFFICIENT WAY OF DEALING WITH GROWING NUMBERS OF MALADJUSTED CHILDREN IN SCHOOLS. THE FORCE OF THE PSYCHOLOGICAL GROUP IS POWERFUL AT THE ELEMENTARY LEVEL. GROUP FAILURE IS CAUSED BY IGNORANCE OF THE DYNAMICS OF HUMAN INTERACTION. SUCH DYNAMICS ARE DESCRIBED, AS ARE THE ELEMENTS OF A SUCCESSFUL GROUP. GROUP WORK CAN FURTHER THE STUDENT'S KNOWLEDGE OF THE SELF-CONCEPT, THE WORLD OF WORK AND EDUCATION, AND THE RELATIONSHIP BETWEEN SELF AND WORLD. THESE OBJECTIVES ARE ACHIEVED AT THE INSTRUCTIONAL LEVEL THROUGH SUCH ACTIVITIES AS WRITING AND TELLING STORIES, AND MAKING BIOGRAPHICAL STUDIES. GROUP GUIDANCE EMPHASIZES THE NEEDS OF STUDENTS AND ADJUSTMENT TO THE SCHOOL SETTING THROUGH GET-AQUAINTED METHODS, LEADERSHIP DEVELOPMENT, AND ROLE PLAYING. SMALL GROUP COUNSELING DEALS MORE WITH PROBLEMS OF ATTITUDES TOWARD SELF AND SELF DEFINITION. THE INSTRUCTIONAL PROGRAM AND GROUP GUIDANCE PROVIDE DEVELOPMENTAL ACTIVITIES FOR ALL STUDENTS AND ALSO SERVE TO TEACH STUDENTS ABOUT THE RANGE OF GUIDANCE SERVICES AVAILABLE. ALL GROUP ACTIVITIES HAVE GUIDANCE POTENTIAL. THE GROUP IS A MAJOR DETERMINANT OF SCHOOL ADJUSTMENT. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS." (PS)

ED 010 892

CG 000 019

ILLUSTRATIVE ACTION PROGRAMS.

BY- ROGGENKAMP, JANICE

ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD

PUB DATE 66

EDRS PRICE MF-80.00 HC-80.52 13P.

DESCRIPTORS- *COUNSELING PROGRAMS, *GUIDANCE PROGRAMS, *INSERVICE TEACHER EDUCATION, *PARENT TEACHER CONFERENCES, CLASSROOM GUIDANCE PROGRAMS, CONSULTANTS, GROUP COUNSELING, OCCUPATIONAL INFORMATION, PARENT ATTITUDES, PARENT TEACHER COOPERATION, READING PROGRAMS, SPRINGFIELD, STUDENT EVALUATION, TEST INTERPRETATION.

THIS REPORT SUMMARIZES SOME OF THE COUNSELING PRACTICES EMPLOYED IN VARIOUS DEMONSTRATION CENTERS. STUDENTS WERE ASSISTED THROUGH INDIVIDUAL AND GROUP COUNSELING. IN ONE CENTER, SUCCESSFUL TEST INTERPRETATION INTERVIEWS RESULTED FROM A COMPARISON OF STUDENTS' ESTIMATED TEST RESULTS AND ACTUAL TEST RESULTS. STUDENTS LEARNED OF OCCUPATIONS THROUGH RESOURCE SPEAKERS AND STUDIES OF JOB FIELDS. IN ONE LIBRARY, INFORMATION WAS USED TO ESTABLISH "WORLD OF WORK" AND "ABOUT MYSELF" SECTIONS. COUNSELORS ALSO HELPED TO ORGANIZE

EXTRACURRICULAR ACTIVITIES AND TO SOLVE STUDENT PROBLEMS. THROUGH CONSULTATION WITH COUNSELORS, TEACHERS WERE ASSISTED IN BECOMING MORE ACCEPTING AND IN SOLVING GROUPING, PLACEMENT, AND DISCIPLINE PROBLEMS. A GUIDANCE PROGRAM IN ONE CENTER DEVELOPED FORMS TO FACILITATE TEACHERS' UNDERSTANDING AND EVALUATION OF PUPILS. INTERSTAFF COMMUNICATION WAS IMPROVED IN ONE SCHOOL WHEN TEACHERS EXCHANGED CLASSES FOR A DAY. A SUCCESSFUL INSERVICE PROGRAM WAS BASED ON A POLL OF WHAT TEACHERS DESIRED TO LEARN. OTHER INSERVICE PROGRAMS HELPED TEACHERS GATHER INFORMATION ABOUT PUPILS AND ORGANIZE PARENT-TEACHER CONFERENCES. ONE COUNSELOR GROUP HELPED TEACHERS ORGANIZE A THREE-SESSION, PARENT-TEACHER CONFERENCE PROGRAM WHICH SERVED TO HELP BOTH TEACHER AND PARENT TO UNDERSTAND THE CHILD BETTER, ACQUAINT PARENTS WITH THE SCHOOL'S PROGRAM, BRING THE PARENTS AND TEACHER TOGETHER, AND IMPROVE PUBLIC RELATIONS. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS." (PS)

ED 010 893

CG 000 020

A GUIDE TO PUPIL PERSONNEL SERVICES FOR SCHOOLS IN THE STATE OF ILLINOIS.

BY- WATERLOO, GLENN E.

ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD

PUB DATE 65

EDRS PRICE MF-80.00 HC-80.88 22P.

DESCRIPTORS- *INTERPROFESSIONAL RELATIONSHIP, *STUDENT PERSONNEL SERVICES, ATTENDANCE SERVICES, GUIDANCE OBJECTIVES, GUIDANCE SERVICES, SCHOOL HEALTH SERVICES, SCHOOL PSYCHOLOGISTS, SCHOOL SOCIAL WORKERS, SPRINGFIELD, SUPERINTENDENT ROLE.

PUPIL PERSONNEL SERVICES ARE ESSENTIAL FOR A BROADLY BASED, COMPREHENSIVE PROGRAM OF INSTRUCTION FOR ALL CHILDREN. THE BASIC CONSIDERATIONS RELATED TO THE COORDINATION AND EFFECTIVENESS OF PUPIL PERSONNEL SERVICES, AS DEFINED IN THE POLICY STATEMENT OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS, ARE OUTLINED. BOTH THE SUPERINTENDENT AND THE PRINCIPAL PLAY A VITAL ROLE IN THE DEVELOPMENT OF PUPIL PERSONNEL SERVICES. ADMINISTRATORS MUST EVALUATE THE FACILITIES OF THE COMMUNITY AND THE NEEDS OF THE STUDENTS, AND THEN DEVELOP GUIDELINES OF ORGANIZATION FOR PUPIL PERSONNEL SERVICES. PUPIL PERSONNEL SERVICES MUST BE CAREFULLY INTERPRETED, INTEGRATED INTO, AND ACCEPTED IN THE INTERDISCIPLINARY PATTERN OF THE SCHOOL. SOME DEVICES WHICH HELP ESTABLISH AND STRENGTHEN INTERPROFESSIONAL RELATIONSHIPS ARE MEETINGS (CASE CONFERENCES, ORIENTATION MEETINGS), WRITTEN MATERIALS (MANUALS OF RULES, WRITTEN JOB ANALYSES), AND RESEARCH. CLOSE COORDINATION OF PUPIL PERSONNEL SERVICES WITH COMMUNITY AGENCIES AND PROFESSIONAL INDIVIDUALS IS IMPERATIVE. THE FUNCTIONS AND OBJECTIVES OF ATTENDANCE, GUIDANCE, SCHOOL HEALTH, SCHOOL PSYCHOLOGICAL, AND SCHOOL SOCIAL WORK SERVICES ARE DESCRIBED. THE MAIN AIMS OF THE RECENTLY CREATED INTERPROFESSIONAL RESEARCH COMMISSION ON PUPIL PERSONNEL SERVICES ARE DISCUSSED. (PS)

ED 010 894

CG 000 021

AN EXPERIMENTAL LIVING UNIT IN A UNIVERSITY SETTING, A NEW APPROACH TO THE REHABILITATION OF THE EMOTIONALLY DISTURBED STUDENT.

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BY- BINNETT, E. ROBERT AND OTHERS
 KANSAS STATE UNIV., MANHATTAN, STUD.COUNSELING CTR
 REPORT NUMBER RR-32 PUB DATE AUG 66
 EDRS PRICE MF-80.09 HC-80.60 15P.

DESCRIPTORS- *EMOTIONALLY DISTURBED, *REHABILITATION, COLLEGE STUDENTS, EXPERIMENTAL PROGRAMS, MANHATTAN, MENTAL HEALTH PROGRAMS, THERAPEUTIC COMMUNITY.

BECAUSE TYPICAL UNIVERSITY RESOURCES SEEMED INADEQUATE FOR WORKING WITH SEVERELY EMOTIONALLY DISTURBED STUDENTS, KANSAS STATE UNIVERSITY ESTABLISHED A HALFWAY HOUSE OR THERAPEUTIC COMMUNITY AS A PREVENTIVE MEASURE IN FEBRUARY 1966. A RESIDENCE HALL WAS UTILIZED AND REGULAR RESIDENTS WHO VOLUNTEERED AS PROJECT PARTICIPANTS WERE INSTRUCTED ON COPING WITH PROBLEMS. EQUAL NUMBERS OF EMOTIONALLY DISTURBED STUDENTS AND RESIDENCE HALL VOLUNTEERS COMPRISED THE 10 MEN AND 10 WOMEN PARTICIPATING. REGULAR GROUP MEETINGS, SPONTANEOUS GROUP MEETINGS TO HANDLE CURRENT INTENSE PROBLEMS, ENCOURAGEMENT OF OPEN AND HONEST RELATIONSHIPS, USE OF CONFRONTATION IN DEALING WITH DEVIATE BEHAVIOR, AND OPPORTUNITIES FOR COUNSELING HELPED THE PARTICIPANTS TO GAIN SELF-INSIGHT. ALL PARTICIPANTS RANKED INFORMAL CONTACT WITH EACH OTHER AS THE MOST IMPORTANT SOURCE OF HELP. TIME HAS BEEN TOO SHORT FOR EVALUATION, BUT NONE OF THE PARTICIPANTS DROPPED OUT AND LESS USE WAS MADE OF OTHER THERAPY. FOLLOWUP STUDIES ARE UNDERWAY. AN UNANTICIPATED VALUE HAS BEEN SOLIDIFYING OF THE DIVERSE MENTAL HEALTH RESOURCES OF THE UNIVERSITY AND SELF-EVALUATION WITHIN THE VARIOUS STUDENT PERSONNEL SERVICES. (TU)

ED 010 895 CG 000 022
 STUDENT-PARENT-COUNSELOR CONFERENCES, AN AID IN EDUCATIONAL PLANNING.
 BY- MCCREARY, WILLIAM H.
 CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
 PUB DATE SEP 65
 EDRS PRICE MF-80.09 HC-80.00 20P.

DESCRIPTORS- *CAREER PLANNING, *EDUCATIONAL PLANNING, *PARENT STUDENT CONFERENCES, CONFERENCES, SACRAMENTO, SECONDARY SCHOOL COUNSELORS, SECONDARY SCHOOL STUDENTS.

MORE THAN 100 CALIFORNIA HIGH SCHOOLS HAVE INVOLVED PARENTS, STUDENTS, AND COUNSELORS IN PLANNING CONFERENCES WHERE TEST SCORES ARE INTERPRETED, FUTURE EDUCATION AND CAREER PLANS IN RELATION TO THE STUDENT'S ABILITY ARE DISCUSSED, AND, IN SOME CASES, THE SCHOOL'S COURSE OFFERINGS ARE EXPLAINED. ATTENDANCE HAS BEEN HIGH AND THE RESULTS SEEM TO INDICATE A MORE REALISTIC VIEW OF STUDENTS, A STIMULATION OF INTEREST IN CAREER PLANNING, AND IMPROVEMENT OF PARENTS' UNDERSTANDING AND COOPERATION. THE SCHOOLS ORGANIZE THE CONFERENCES IN VARIOUS WAYS. SOME SCHEDULE SUMMER CONFERENCES FOR ALL FRESHMEN AND TRANSFER STUDENTS. OFTEN CONFERENCES ARE SCHEDULED BY GRADE LEVEL. ONE MEASURE OF EVALUATION IS THE SOUNDNESS OF THE STUDENT'S PLANS, AND HIS ABILITY TO CARRY OUT OR CHANGE THOSE PLANS TO FIT CHANGING CONDITIONS. PARENTS ARE GIVEN FORMS ON WHICH TO EVALUATE THE CONFERENCES BY INDICATING THE ADEQUACY OF THE INFORMATION PROVIDED AND RECOMMENDING CHANGES. SAMPLE LETTERS OF INVITATION AND EVALUATION FORMS ARE INCLUDED WITH THE REPORT. (TUI)

ED 010 896 CG 000 023
 SOURCES OF INTERPERSONAL ANXIETY IN THE PHYSICALLY HANDICAPPED.

BY- KINNAE, JOHN F. SUZIEELIS, ANTANAS
 CATHOLIC UNIV. OF AMERICA, WASHINGTON, D.C.
 PUB DATE 31 DEC 64
 EDRS PRICE MF-80.18 HC-82.92 73P.

DESCRIPTORS- *ANXIETY, *INTERPERSONAL RELATIONSHIP, *PHYSICALLY HANDICAPPED, *TEST CONSTRUCTION, AGE, BLIND, CARDIAC, DEAF, DISTRICT OF COLUMBIA, FACTOR ANALYSIS, OCCUPATIONAL LEVELS, SCHEDULE OF INTERPERSONAL CONCERN.

THE MAIN PURPOSE OF THE 2-YEAR STUDY WAS TO MEASURE THE SOURCES OF INTERPERSONAL CONCERN AMONG THE PHYSICALLY HANDICAPPED. BASED ON SCHULZ'S THREE-DIMENSIONAL MODEL OF INTERPERSONAL INTERACTION, "THE SCHEDULE OF INTERPERSONAL CONCERN" WAS DEVELOPED. THIS INSTRUMENT CONTAINS 59 ITEMS DIVIDED INTO FIVE FACTORS--REJECTION, RESPONSIBILITY, PERSONAL INTRUSION, SOCIAL ENmeshMENT, AND INDEPENDENCE. THREE GROUPS OF THE PHYSICALLY HANDICAPPED WERE CHOSEN FOR APPLICATION OF THE INSTRUMENT. THE TWO GROUPS WITH SENSORY HANDICAPS (56 DEAF AND 42 BLIND) WERE PREDICTED TO SHOW CONCERN OVER REJECTION. THE GROUP OF 38 CARDIOVASCULAR HANDICAPPED WAS EXPECTED TO SHOW CONCERN OVER THE CONTROL DIMENSION OR INDEPENDENCE. CONTROL SAMPLES OF 71 "NORMAL" PEOPLE WERE MATCHED TO EACH OF THE HANDICAPPED GROUPS. DETAILED COMPARISON OF THE DATA (T-TEST) SHOWED SIGNIFICANT SUPPORT OF THE HYPOTHESES. SOME LIMITATIONS OF THE INSTRUMENT OR SAMPLING PROCEDURES WITH THE DEAF WERE NOTED. ANALYSIS WITHIN HANDICAPPED GROUPS INDICATED THAT THE PSYCHOLOGICAL MEANINGS OF A PHYSICAL HANDICAP ARE RELATED TO LIFE STAGES AND OCCUPATIONAL LEVELS. FURTHER RESEARCH IN THIS AREA IS SUGGESTED. (NS)

ED 010 897 CG 000 024
 ELEMENTARY SCHOOL COUNSELORS IN CALIFORNIA.
 CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
 REPORT NUMBER CSDE-RB-13 PUB DATE APR 65
 EDRS PRICE MF-80.09 HC-80.44 11P.

DESCRIPTORS- *COUNSELOR ROLE, *ELEMENTARY SCHOOL COUNSELORS, *SCHOOL PERSONNEL, COUNSELOR FUNCTIONS, COUNSELOR PREPARATION, PRINCIPALS, QUESTIONNAIRES, SACRAMENTO, SCHOOL LOCATION, TEACHERS,

TO ASCERTAIN THE NUMBER, LOCATION, EXPERIENCE, AND FUNCTION OF ELEMENTARY SCHOOL COUNSELORS, ADMINISTRATORS, TEACHERS, AND ELEMENTARY COUNSELORS WERE SURVEYED USING QUESTIONNAIRES. THE MAJOR FINDING WAS THAT SCHOOL ADMINISTRATORS AND COUNSELORS AGREED ON WHAT THE COUNSELOR SHOULD BE DOING. TEACHERS VIEWED THE SERVICES PROVIDED BY ELEMENTARY SCHOOL COUNSELORS AS VERY EFFECTIVE AND REQUESTED AN INCREASE IN THE SERVICES ALREADY PROVIDED. FEW COUNSELORS INDICATED A NEED FOR SPECIALIZED COURSES FOR ELEMENTARY SCHOOL GUIDANCE PERSONNEL. A UNIQUE ROLE OF THE COUNSELOR HAD NOT BEEN CLEARLY ESTABLISHED SINCE FUNCTIONS AND DUTIES OVERLAP THOSE PERFORMED BY OTHER PUPIL PERSONNEL WORKERS SUCH AS SCHOOL PSYCHOMETRISTS. THE DATA DID NOT SUPPORT THE HYPOTHESIS THAT COUNSELORS AS MEMBERS OF A SCHOOL STAFF RATHER THAN OF A DISTRICT OR COUNTY OFFICE STAFF CONTACT MORE PUPILS AND SPEND MORE TIME IN A COUNSELING RELATIONSHIP THAN

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OTHER PUPIL PERSONNEL WORKERS. (JH)

ED 010 898

CG 000 025

A DEMONSTRATION STUDY TO DETERMINE THE EFFECT ON ACADEMIC PERFORMANCE OF GIVING HIGH SCHOOL TEACHERS BACKGROUND INFORMATION ON HIGH-POTENTIAL LOW-ACHIEVING STUDENTS.
BY- SMITH, GLENN E. AND OTHERS
DETROIT PUBLIC SCHOOLS, MICH.
MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING

PUB DATE 63

EDRS PRICE MF-\$0.09 HC-\$0.76 19P.

DESCRIPTORS- #ACADEMIC PERFORMANCE, #SELF CONCEPT, #STUDENT TEACHER RELATIONSHIP, #STUDENTS, #UNDERACHIEVERS, ACHIEVEMENT TESTS, DETROIT, GRADE POINT AVERAGE, HIGH SCHOOLS, LANSING, TEACHERS,

A GROUP OF HIGH-POTENTIAL (UPPER QUARTILE ON STANDARDIZED TESTS), LOW-ACHIEVING (2.0 OR BELOW GRADE POINT AVERAGE) STUDENTS IN FOUR DETROIT PUBLIC HIGH SCHOOLS WERE STUDIED FOR FIVE SEMESTERS. THE SAMPLE OF 585 STUDENTS WAS DIVIDED INTO THREE GROUPS. TWO GROUPS WERE CONSIDERED THE CONTROL. IN THE QUASI-CONTROL GROUP, THE TEACHERS WERE GIVEN THE NAMES OF THE UNDERACHIEVERS. IN THE TRUE CONTROL GROUPS, THE TEACHERS DID NOT KNOW THE UNDERACHIEVERS. IN THE EXPERIMENTAL GROUPS, TEACHERS WERE PROVIDED WITH BACKGROUND INFORMATION OBTAINED BY PUPIL QUESTIONNAIRES. THE HYPOTHESIS WAS THAT TEACHER AWARENESS OF SUCH STUDENTS WOULD PRODUCE IMPROVED ACADEMIC PERFORMANCE AND IMPROVED SELF-FEELING. BASED ON THE STATISTICAL COMPARISONS OF THE SAMPLE WITH THE TWO CONTROL GROUPS, THE RESEARCHERS CONCLUDED THAT (1) BACKGROUND INFORMATION MAY NOT ELIMINATE A NEGATIVE REACTION OF THE TEACHER TO THE UNDERACHIEVER, (2) SUCH STUDENTS MAY BETTER BE CALLED NONPERFORMERS, AND (3) SUCH STUDENTS ARE NOT LIKELY TO CHANGE IN THE TRADITIONAL CLASSROOM ENVIRONMENT. IMPLICATIONS ARE THAT COUNSELING OF UNDERACHIEVING STUDENTS IS LIMITED IN USEFULNESS AND SUCH STUDENTS WOULD BE BETTER SERVED IN A NONDIRECTIVE CLASSROOM. (NS)

ED 010 899

CG 000 026

A HANDBOOK FOR ADMINISTRATORS, TEACHERS, COUNSELORS AND PARENTS WHO ARE INTERESTED IN PLANNING AND ORGANIZING AN ELEMENTARY GUIDANCE PROGRAM.
BY- FORD, MARGUERITE R.

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA

PUB DATE

65

EDRS PRICE MF-\$0.18 HC-\$3.16 79P.

DESCRIPTORS- #ELEMENTARY SCHOOL COUNSELING, #GUIDANCE PROGRAMS, #PROGRAM PLANNING, ATLANTA, GUIDANCE FACILITIES, GUIDANCE PERSONNEL, GUIDANCE SERVICES, PROGRAM ADMINISTRATION,

THIS HANDBOOK DESCRIBES THE BASIC PRINCIPLES AND METHODS OF ORGANIZATION AND PLANNING WHICH MAY BE USED BY A STAFF WHEN INITIATING A GUIDANCE PROGRAM IN THE ELEMENTARY SCHOOLS. THE NEED FOR GUIDANCE AT THE ELEMENTARY SCHOOL LEVEL IS CONSIDERED FROM THE STANDPOINT OF THE CHILD, THE PARENTS, THE PRINCIPAL, AND THE TEACHERS. BASIC OBJECTIVES WHICH MEET THESE NEEDS ARE PRESENTED, AND THE ESTABLISHMENT OF SERVICES TO ACHIEVE STATED GOALS ARE DISCUSSED. THE ROLE AND FUNCTION OF INVOLVED PERSONNEL ARE PRESENTED ALONG WITH SUGGESTIONS

FOR FACILITIES AND BUDGETARY RECOMMENDATIONS. A COMPREHENSIVE BIBLIOGRAPHY RELATED TO THE RATIONALE FOR AND ORGANIZATION OF AN ELEMENTARY GUIDANCE PROGRAM IS INCLUDED. (RM)

ED 010 900

EA 000 025

PARENTAL GRIEVANCES AND SCHOOL POLITICS.
BY- JENNINGS, KENT N.

PUB DATE JUN 66

EDRS PRICE MF-\$0.09 HC-\$2.08 52P.

DESCRIPTORS- #FAMILY SCHOOL RELATIONSHIP, #PARENT SCHOOL RELATIONSHIP, #PARENT STUDENT RELATIONSHIP, #PARENTAL GRIEVANCES, #SCHOOL COMMUNITY RELATIONSHIP, EUGENE,

TO AID IN THE EXPLANATION OF PARENT-SCHOOL RELATIONSHIPS, THE DEVELOPMENT, NATURE, AND HANDLING OF PARENTAL GRIEVANCES WAS ANALYZED. INTERVIEWS WITH 1,669 STUDENTS AND 1,992 PARENTS PROVIDED DATA TO EXPLORE THE FOLLOWING FIVE MAJOR PROBLEMS--(1) THE DISTRIBUTION OF GRIEVANCES, (2) THE STUDENT-PARENT TRANSMISSION OF GRIEVANCES, (3) THE RELATION OF GRIEVANCES TO SCHOOL AFFAIRS, (4) THE SUBSTANCE OF GRIEVANCES, AND (5) THE REDRESS OF GRIEVANCES. THE FINDINGS OF THE STUDY WERE THAT (1) 13 PERCENT OF THE PARENTS INTERVIEWED HAD GRIEVANCES WITH COURSE CONTENT, (2) 27 PERCENT OF THE PARENTS HAD GRIEVANCES WITH "OTHER EVENTS" AT SCHOOL, (3) SCHOOLS CLASSIFIED AS CONTROVERSY PRONE WERE POSITIVELY CORRELATED WITH HIGHER GRIEVANCE RATES, (4) STUDENTS AND PARENTS REPORTED SPECIFICALLY PERCEIVED GRIEVANCES AT NEARLY THE SAME FREQUENCY, (5) STUDENT-PARENT RELATIONSHIPS AND DIFFERENTIATED ROLES OF THE MOTHER AND FATHER DETERMINED THE INTERPRETATION OF TRANSMITTED GRIEVANCES, AND (6) 58 PERCENT OF THE COURSE CONTENT GRIEVANCES OCCURRED IN THE AREA OF RELIGION AND POLITICS. THIS PAPER WAS PRESENTED AT THE CONFERENCE ON POLITICS AND EDUCATION (UNIVERSITY OF OREGON, JUNE 14-17, 1966). (GB)

ED 010 901

EA 000 056

A COMPARISON OF THE ORGANIZATIONAL CLIMATES OF NEGRO AND WHITE ELEMENTARY SCHOOLS WITH CONCOMITANT IMPLICATIONS FOR SCHOOL ADMINISTRATORS.

BY- KENNEY, JAMES B. GENTRY, HAROLD W.

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- #ORGANIZATIONAL CLIMATE, #PRINCIPALS, #SCHOOL SEGREGATION, ADMINISTRATOR ROLE, COMPARATIVE ANALYSIS, ELEMENTARY SCHOOLS, FACULTY, HALPIN AND CROFT'S ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE, PERCEPTION,

FACULTY PERCEPTION OF SCHOOL ORGANIZATIONAL CLIMATE IN A PREDOMINATELY SEGREGATED SCHOOL SYSTEM WAS DETERMINED FROM A SAMPLE OF 45 NEGRO AND 66 WHITE ELEMENTARY SCHOOLS IN A SOUTHEASTERN URBAN SCHOOL DISTRICT. A MODIFIED FORM OF HALPIN AND CROFT'S ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE WAS USED TO GATHER DATA ON EIGHT DIMENSIONS OF TEACHER PERCEPTION OF FACULTY AND PRINCIPAL BEHAVIOR--DISENGAGEMENT, HINDRANCE, ESPIRIT, INTIMACY, ALOOFNESS, PRODUCTION EMPHASIS, TRUST, AND CONSIDERATION. SCORES IN THESE AREAS WERE SCALED ON A CONTINUUM OF ORGANIZATIONAL CLIMATE--OPEN, AUTONOMOUS, CONTROLLED, FAMILIAR, FATHERAL, AND CLOSED. FINDINGS INDICATED BOTH NEGRO AND WHITE FACULTIES TENDED TO VIEW THEIR SCHOOLS AS FATHERALISTIC, BUT THAT NEGRO FACULTIES VIEWED

THEIR SCHOOLS AS MORE CLOSED THAN WHITE FACULTIES DID. THE STUDY INCLUDED A SUMMARY OF ROLE EXPECTATIONS OF NEGRO AND WHITE PRINCIPALS, WITH EVIDENCE THAT PRINCIPALS OF WHITE SCHOOLS HAVE MORE SUCCESSFULLY RESOLVED ROLE-CONFLICTS BETWEEN THEIR FACULTY AND COMMUNITY RESPONSIBILITIES BECAUSE THESE POSITIONS ARE LESS WIDELY SEPARATED FOR THEM THAN FOR NEGRO PRINCIPALS. (JK)

ED 010 902 EA 000 059
EXCHANGE PATTERNS OF THE EDUCATIONAL ADMINISTRATION PROFESSORSHIP--AN ANALYSIS AND A STATEMENT OF POSITION.
BY- FIERCE, DOUGLAS R.
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
PUB DATE JUL 66
EDRS PRICE MF-\$0.09 HC-\$2.04 51P.

DESCRIPTORS- #EDUCATIONAL ADMINISTRATION, #EDUCATIONAL RESEARCH, #PROFESSORS, #SOCIAL EXCHANGE THEORY, ADMINISTRATIVE PERSONNEL, COLUMBUS, EDUCATIONAL IMPROVEMENT, GRADUATE STUDY, REWARDS, SCHOOL SYSTEMS,

SOCIAL EXCHANGE THEORY IS POSITED AS A MEANS FOR ANALYZING THE PROFESSORSHIP IN EDUCATIONAL ADMINISTRATION AS PART OF A COMPLEX SYSTEM OF PATTERNED RELATIONSHIPS AND INTERACTIONS WITH SCHOOLMEN, STUDENTS, AND OTHER PROFESSORS. CHANGES BOTH IN THE ORGANIZATION AND ADMINISTRATION OF SCHOOLS AND IN THE CONCEPT OF THE PROFESSOR OF EDUCATIONAL ADMINISTRATION HAVE BEEN ACCOMPANIED BY A DYNAMIC PROCESS OF COSTS AND REWARDS TO THE PROFESSOR IN THE FIELD. EXPECTATIONS HAVE COME TO INCLUDE TEACHING, ADMINISTRATION, CONSULTATION, AND RESEARCH, AND ESPECIALLY THE SOCIAL ACCOUNTING OF DATA RELEVANT TO SCHOOLS AND SCHOOL SYSTEMS. TO PROVIDE AN IMPROVED STRUCTURE FOR EDUCATIONAL ADMINISTRATION TRAINING, AN APPEAL IS MADE FOR SPECIALISTS IN PARTICULAR FIELDS OF EDUCATIONAL ADMINISTRATION RATHER THAN FOR GENERALISTS WITH QUESTIONABLE ABILITY IN THE BROAD RANGE OF RELATED FIELDS. THERE IS NEED FOR AN OPENNESS TO CONSTRUCTIVE CHANGE, FOR AN ESTABLISHMENT OF PARTICULAR RESPONSIBILITIES, AND FOR INSIGHTS ADAPTED FROM OTHER SOCIAL SCIENCE DISCIPLINES. SPECIFIC CHANGES RECOMMENDED INCLUDE--(1) REALLOCATION OF SOCIAL ACCOUNTING TO SCHOOL SYSTEMS AND STATE AND FEDERAL EDUCATIONAL UNITS, (2) IMPROVEMENT OF INSTRUCTIONAL ADEQUACY, (3) MORE ADEQUATE REWARD STRUCTURE TO PROMOTE KNOWLEDGE DEVELOPMENT BY THOSE COMMITTED TO THE FIELD, (4) INCREASED EMPHASIS ON RESEARCH SPECIALIZATION, WITH THE DEVELOPMENT OF NEW CAREER PATTERNS THROUGH RESEARCH POSITION, (5) REAPPRAISAL OF RECRUITMENT PROCEDURES FOR POTENTIAL STUDENTS, AND (6) REWORKING OF EXISTING TRAINING PROGRAMS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION, COLLEGE OF EDUCATION, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA 55455, FOR \$1.00. (JK)

ED 010 903 EA 000 094
FOUR YEARS OF ACADEMIC ACHIEVEMENT AND DISPOSITION OF THE 1961-62 ENTERING FRESHMEN AT THE UNIVERSITY OF MISSISSIPPI COMPARED WITH AMERICAN COLLEGE TEST SCORES.
BY- PHAY, JOHN E. MCDONALD, DOUGLAS
MISSISSIPPI UNIV., UNIVERSITY, BUR. OF INST. RES.
PUB DATE OCT 65
EDRS PRICE MF-\$0.27 HC-\$7.20 180P.

DESCRIPTORS- #ACADEMIC ACHIEVEMENT, #ADMISSION CRITERIA,

#COLLEGE STUDENTS, AMERICAN COLLEGE TEST (ACT), COLLEGE ADMISSION, COLLEGE ENTRANCE EXAMINATIONS, COMPARATIVE STATISTICS, DROPOUT RATE, GRADE POINT AVERAGE, UNIVERSITY,

THE USE OF AMERICAN COLLEGE TEST (ACT) SCORES AS A CRITERION FOR ADMISSION TO INSTITUTIONS OF HIGHER LEARNING PROVIDED PREDICTIVE INFORMATION, BUT ALSO HAD LIMITATIONS. BEGINNING IN 1961 THIS STUDY FOLLOWED 1,062 FRESHMEN OF THE UNIVERSITY OF MISSISSIPPI THROUGH THEIR 4 YEARS OF COLLEGE. THE ACT WAS GIVEN TO ALL INCOMING FRESHMEN SEPARATED INTO THREE GROUPS BASED ON THEIR ACT SCORES. GROUP I CONSISTED OF 102 STUDENTS WITH COMPOSITE STANDARD SCORES OF LESS THAN 15. GROUP II CONSISTED OF 250 STUDENTS SCORING BETWEEN 15 AND 18. GROUP III CONSISTED OF 709 STUDENTS SCORING HIGHER THAN 18. CORRELATING COMPOSITE SCORES OF GROUPS I AND II WITH CUMULATIVE GRADE POINTS AT THE END OF EACH SCHOOL YEAR RESULTED IN CORRELATIONS VERY CLOSE TO ZERO. SIGNIFICANT CORRELATIONS, HOWEVER, WERE OBTAINED FOR GROUP III. WHEN SCORES WERE CONSIDERED FOR ALL INCOMING FRESHMEN, THE CORRELATION BETWEEN COMPOSITE ACT SCORE AND ACADEMIC ACHIEVEMENT WAS RELATIVELY STRONG AND POSITIVE. TEST LIMITATIONS WERE EVIDENT SINCE DROPOUT RATE AND ACT SCORES WERE NOT HIGHLY CORRELATED. THE HIGHEST DROPOUT RATE WAS AMONG STUDENTS SCORING RELATIVELY WELL ON THE ACT. FURTHERMORE, THE TEST WAS UNACCEPTABLE IN EVALUATING THE ABILITY OF FOREIGN STUDENTS TO SUCCEED IN COLLEGE. OVERALL, THE ACT TEST PROVED TO BE A GOOD INDICATOR OF ACADEMIC SUCCESS OF INCOMING FRESHMEN. (GB)

ED 010 904 EA 000 097
THE UNDERGRADUATE COURSE PROGRAMS OF 1,612 1965 UNIVERSITY OF CONNECTICUT GRADUATES.
BY- FARNER, FRANK
CONNECTICUT UNIV., STORRS
REPORT NUMBER AC-65-66-1
EDRS PRICE MF-\$0.09 HC-\$2.24 56P.

DESCRIPTORS- #COLLEGE STUDENTS, #COURSES, #UNITS OF STUDY (SUBJECT FIELDS), COMPARATIVE ANALYSIS, STATISTICAL DATA, STORRS,

SIXTY-FOUR STUDY AREAS INCLUDING 52 MAJORS WERE GROUPED INTO SIX BROAD CATEGORIES IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES AND SEVEN PROFESSIONAL SCHOOLS. THE TRANSCRIPTS OF GRADUATES WERE REDUCED TO DATA CARDS AND ANALYZED BY COMPUTER. THE FINDINGS INDICATED THAT (1) WORK TAKEN WITHIN THE MAJOR RANGED FROM A LOW OF 23 PERCENT FOR EDUCATION TO A HIGH OF 53 PERCENT FOR FINE ARTS, (2) LIBERAL ARTS MAJORS TOOK 86 PERCENT OF THEIR WORK IN THE COLLEGE OF LIBERAL ARTS AND VERY LITTLE IN THE PROFESSIONAL SCHOOLS, (3) MAJORS IN MATHEMATICS AND THE BIOLOGICAL AND PHYSICAL SCIENCES TOOK A LARGE PROPORTION OF THE WORK IN THE HUMANITIES AND SOCIAL SCIENCES, BUT HUMANITIES AND SCHOOL SCIENCE MAJORS TOOK LITTLE WORK IN MATHEMATICS AND THE BIOLOGICAL AND PHYSICAL SCIENCES, AND (4) PROFESSIONAL SCHOOL MAJORS TOOK A SIGNIFICANT PROPORTION OF WORK IN THE COLLEGE OF LIBERAL ARTS WITH A HEAVY EMPHASIS ON PROFESSIONAL SPECIALIZATION. (JB)

ED 010 905 EA 000 106
SOME PERCEPTIONS OF EXECUTIVE PROFESSIONAL LEADERSHIP.
CONNECTICUT GRADUATES.
BY- FEARING, J.L.

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HOUSTON UNIV., TEX., BUR. OF EDUC. RES. AND SER.
 REPORT NUMBER AC-65-66-1
 EDRS PRICE MF-\$0.09 HC-\$0.16 4P.

PUB DATE 65

DESCRIPTORS- #ADMINISTRATOR ROLE, #ELEMENTARY SCHOOLS,
 #FACULTY, #LEADERSHIP, #PRINCIPALS, CHICAGO, HOUSTON,
 PERCEPTION, TEACHER ADMINISTRATOR RELATIONSHIP, VALUES,

THIRTY-TWO ITEMS OF BEHAVIOR CONSIDERED CRUCIAL TO SUCCESS IN ELEMENTARY SCHOOL STAFF RELATIONSHIPS WERE USED TO DETERMINE THE PERCEPTIONS OF THE FACULTY AND PRINCIPAL OF SIX SCHOOL STAFFS IN A DISTRICT OF 40,000 RELATIVE TO (1) THE IMPORTANCE THE FACULTY ATTACHED TO SOME OF THE PRINCIPAL'S ACTIONS, (2) THE STAFF'S KNOWLEDGE OF THE VALUE HE PLACED ON THESE BEHAVIORS, AND (3) THE SIMILARITY OF BOTH VALUES. EACH PRINCIPAL AND TEACHER WAS ASKED FIRST TO Q-SORT THE BEHAVIORS INTO SIX CATEGORIES, AND SECOND TO ASSESS THE BEHAVIORS HE BELIEVED THE OTHER VALUED. THE RESULTING FREQUENCY DISTRIBUTIONS ILLUSTRATED THAT (1) THE PRINCIPAL INFREQUENTLY PERCEIVED FACULTY VALUES, (2) THE STAFF INFREQUENTLY PERCEIVED THE PRINCIPAL'S VALUES, AND (3) THE STAFF AND PRINCIPAL HELD DISSIMILAR PERCEPTIONS ON TWO-THIRDS OF THE ITEMS. THUS, EITHER ACCURACY OF INTERPERSONAL PERCEPTION IS NOT ESSENTIAL TO SCHOOL PRODUCTIVITY OR THE ELEMENTARY SCHOOL HAS A POTENTIAL FOR INCREASED EFFECTIVENESS BY IMPROVING THE ACCURACY OF INTERPERSONAL PERCEPTIONS. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (35TH SESSION, CHICAGO, 1965) AND APPEARS IN "EDUCATIONAL FACTS," VOLUME 4, NUMBER 3. (JB)

ED 010 906 EA 000 111
 INCENTIVE GRANT FOR QUALITY EDUCATION.
 BY- JOHNS, R. L.
 FLORIDA UNIV., GAINESVILLE

PUB DATE MAR 66

EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- #FOUNDATION PROGRAMS, #INCENTIVE GRANTS, #PUBLIC SCHOOLS, #STATE AID, #TAX SUPPORT, EDUCATIONAL IMPROVEMENT, GAINESVILLE,

A PROPOSAL TO IMPROVE THE QUALITY OF FLORIDA EDUCATION BY AWARDING INCENTIVE GRANTS TO PUBLIC SCHOOLS WAS DESCRIBED. THE PRESENT FOUNDATION PROGRAM FOR STATE SUPPORT OF PUBLIC EDUCATION HAS BEEN FOUND TO PROVIDE ONLY MINIMUM QUALITY EDUCATION, PARTLY CAUSED BY THE LACK OF LOCAL TAX EFFORT IN SUPPORTING THE FOUNDATION PROGRAM. IN THE FUTURE, THE GRANT'S AMOUNT WILL BE BASED ON LOCAL TAX COLLECTION EFFORTS. THE REQUIREMENTS GOVERNING EXPENDITURE, THE LEGISLATION IMPLEMENTING THE PLAN, AND THE COMPUTATION METHOD DETERMINING GRANTS WERE OUTLINED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE FLORIDA EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL, COLLEGE OF EDUCATION, UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA 32601, FOR \$1.00. (HW)

ED 010 907 EA 000 121
 AN EVALUATION OF THE KINDERGARTEN TEACHER-ASSISTANT PROJECT--PROJECT II.
 BY- ANASTASIOU, NICHOLAS J.
 PALO ALTO UNIFIED SCHOOL DISTRICT, CALIF.
 REPORT NUMBER PROPOSAL-43-370-02-0104

PUB DATE 19 JUL 66

EDRS PRICE MF-\$0.09 HC-\$0.64 16P.

DESCRIPTORS- #CULTURALLY DISADVANTAGED, #INSTRUCTIONAL IMPROVEMENT, #KINDERGARTEN, #LANGUAGE TESTS, #TEACHER AIDES, CULTURAL ENRICHMENT, ENRICHMENT PROGRAMS, HEAD START, LANGUAGE DEVELOPMENT, PALO ALTO,

THE ADDITION OF A TEACHER-ASSISTANT (TA) PROVIDED A RICHER ENVIRONMENT AND CURRICULUM RESULTING IN A HIGH LANGUAGE PROFICIENCY GAIN FOR THE CULTURALLY DEPRIVED KINDERGARTENER. AFTER SIX ORIENTATION SESSIONS AND A WEEK OF OBSERVATION, A TA WAS ASSIGNED AS A SECOND TEACHER TO ONE OF THREE MORNING AND THREE AFTERNOON KINDERGARTEN SESSIONS AT THE THREE ELEMENTARY SCHOOLS FOR 6 WEEKS. A LANGUAGE AND SPEECH EVALUATION TEST AND A DRAW-A-MAN TEST WERE ADMINISTERED TO EACH CHILD BEFORE AND AFTER THE PROJECT. DAILY LOGS WERE KEPT ON THE ACTIVITIES OF CHILDREN IN SMALL AND LARGE GROUPS. TWO KINDERGARTEN TEACHERS NOT INVOLVED IN THE PROJECT ANALYZED THE LOGS FOR ACTIVITIES THAT TOOK PLACE IN THE EXPERIMENTAL CLASSROOM, AND CONTRIBUTIONS OF THE ACTIVITIES TO CULTURALLY DEPRIVED ENRICHMENT PROGRAMS. THE ANALYSIS INDICATED THAT THE ADDITION OF A TA RESULTED IN (1) MORE SMALL GROUP ACTIVITIES, (2) MORE TIME FOR TEACHER OBSERVATION AND NOTE-TAKING DURING INSTRUCTIONAL PERIODS, (3) MORE INDIVIDUAL CONTACT WITH CHILDREN, (4) MORE CHILD-TO-CHILD INTERACTION IN SMALL GROUPS, (5) MORE EFFICIENT HANDLING OF CLASSROOM ROUTINES, (6) MORE ATTENTION TO THE CHILD'S LANGUAGE DEVELOPMENT, AND (7) INCREASED USE OF TESTING AND ACADEMIC-TYPE ACTIVITIES. PRE- AND POST-TEST RESULTS OF THE LANGUAGE AND SPEECH EVALUATION AND DRAW-A-MAN TEST SHOWED STUDENT PROGRESS IN LANGUAGE DEVELOPMENT, OBJECT NAMING, AND WHOLE-PART PERCEPTIONS. SINCE THE PROJECT LACKED A CONTROL GROUP, THE GAINS CANNOT BE ATTRIBUTED EXCLUSIVELY TO THE ADDITION OF A TA. HOWEVER THE COMBINATION OF VARIABLES (TEACHER GOALS, CURRICULUM, SCHOOL ENVIRONMENT) PRODUCED STATISTICALLY SIGNIFICANT RESULTS IN THE DIRECTION ANTICIPATED. (JB)

ED 010 908 EA 000 125
 SECOND ANNUAL FOLLOW-UP STUDY OF FORMER HIGH SCHOOL PUPILS.
 BY- DELAVAN, FRANK E.
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, CALIF.
 REPORT NUMBER RR-9-SER-1965-66

PUB DATE 26 JAN 68

EDRS PRICE MF-\$0.09 HC-\$0.96 24P.

DESCRIPTORS- #EDUCATIONAL PROGRAMS, #EVALUATION, #FOLLOWUP STUDIES, #HIGH SCHOOL STUDENTS, #HIGH SCHOOLS, CAREER CHOICE, EMPLOYMENT, QUESTIONNAIRES, SACRAMENTO,

IN THE 1964-65 AND 65-66 SCHOOL YEARS, TWO FOLLOWUP STUDIES OF FORMER HIGH SCHOOL PUPILS PROVIDED DATA FOR ASSESSING THE EFFECTIVENESS OF EDUCATIONAL PROGRAMS. QUESTIONNAIRES WERE COMPLETED AND RETURNED BY 624 FORMER PUPILS FROM A SAMPLE OF 2,653 WHO ENTERED THE 10TH GRADE IN THE FALL OF 1959 OR THE SPRING OF 1960. ANALYSIS OF THE RESPONSES COVERED THE FOLLOWING AREAS--(1) EDUCATIONAL BACKGROUND, (2) PRESENT EMPLOYMENT OR SCHOOL STATUS, (3) OCCUPATIONS OF FULL-TIME WORKERS, (4) ADEQUACY OF HIGH SCHOOL PREPARATION, (5) COMPARISON BETWEEN HIGH SCHOOL AND POST-HIGH SCHOOL CAREER PLANS, (6) TIME OF SELECTION OF LIFE EMPLOYMENT GOALS, AND (7) INFLUENCES LEADING TO THE SELECTION OF EMPLOYMENT GOALS. THE STUDY FOUND THAT OF THOSE SAMPLED (1) 26.2 PERCENT ATTENDED SCHOOL FULL TIME AND 28.5 PERCENT WORKED FULL TIME, (2) 47.3 PERCENT WORKED IN CLERICAL OR

KINDED OCCUPATIONS, (3) 50.0 PERCENT DECIDED ON THEIR LIFE EMPLOYMENT GOALS IN COLLEGE, AND (4) 7.9 PERCENT REGARDED HIGH SCHOOL COUNSELORS AND TEACHERS AS THE MOST IMPORTANT INFLUENCE IN THE SELECTION OF EMPLOYMENT GOALS. (GB)

ED 010 909 EA 000 156
COMPARISONS OF STUDENTS IN DIFFERENT SCHOOLS OF A LARGE INSTITUTION.
BY- HILLS, JOHN R.; GLADNEY, MARILYN B.
UNIVERSITY SYSTEM OF GEORGIA, ATLANTA
REPORT NUMBER RB-5-66
EDRS PRICE MF-80.09 HC-80.48 12P.

DESCRIPTORS- *ACADEMIC ABILITY, *COLLEGE STUDENTS, *COLLEGES, *GRADES (SCHOLASTIC), ACADEMIC APTITUDE, ATLANTA, STATISTICAL ANALYSIS,

THIS STUDY TESTED THE HYPOTHESES THAT ONE SCHOOL IN A COLLEGE MAY BE EASIER THAN OTHERS IN THE SAME INSTITUTION, AND THAT STUDENTS IN ACADEMIC DIFFICULTY IN OTHER SCHOOLS WILL TRANSFER TO THE EASIER SCHOOL IN ORDER TO GRADUATE. THE STUDY WAS CONCERNED PRIMARILY WITH A LARGE SOUTHEASTERN COLLEGE WITH 12 SCHOOLS. DATA INCLUDED COLLEGE BOARD SCHOLASTIC APTITUDE TEST SCORES, HIGH SCHOOL AVERAGE GRADES, AND FRESHMAN AVERAGE GRADES OF THE 1,025 FRESHMEN WHO COMPLETED 40 HOURS OF WORK IN JUNE 1965. COMPUTER PROCESSING WAS PERFORMED FOR BOTH ANALYSIS OF COVARIANCE AND MULTIPLE DISCRIMINANT FUNCTION ANALYSIS. COMPARATIVE DATA WERE ANALYZED FROM THREE SMALLER INSTITUTIONS--A NEGRO COEDUCATIONAL COLLEGE, A 4-YEAR WOMEN'S LIBERAL ARTS COLLEGE, AND A 2-YEAR COEDUCATIONAL JUNIOR COLLEGE. A RELATIVELY SMALL STATISTICALLY SIGNIFICANT DIFFERENCE WAS FOUND TO EXIST IN GRADING PRACTICES AMONG THE SEVERAL SCHOOLS OF THE LARGE COLLEGE, NULLIFYING THE HYPOTHESIS THAT STUDENTS IN ACADEMIC DIFFICULTY WILL TRANSFER TO THE EASIER SCHOOL. SIGNIFICANT DIFFERENCES IN STUDENT ACADEMIC ABILITY WERE FOUND AMONG THE FOUR SEPARATE COLLEGES. ON THE BASIS OF GRADES IN RELATION TO APTITUDE, THEREFORE, STUDENTS CANNOT BE CLASSIFIED AMONG SCHOOLS WITHIN THE SINGLE LARGE INSTITUTIONS, BUT THEY CAN BE CLASSIFIED AMONG THE FOUR SEPARATE INSTITUTIONS. (JK)

ED 010 910 EA 000 187
A STUDY OF ENTERING TRANSFER STUDENTS, 1966.
BY- LUCAS, JOHN A.
TENNESSEE UNIV., KNOXVILLE
REPORT NUMBER RR-SERIES-VOL-7-NO-7
EDRS PRICE MF-80.09 HC-80.36 8P.

DESCRIPTORS- *COLLEGE CURRICULUM, HIGHER EDUCATION, *COLLEGE STUDENTS, *TRANSFER STUDENTS, KNOXVILLE, MARITAL STATUS, SINGLE STUDENTS.

QUESTIONNAIRES FROM 572 OF 1,055 ENTERING TRANSFER STUDENTS WERE ANALYZED TO DETERMINE REASONS FOR SELECTING THE UNIVERSITY OF TENNESSEE, AND TO EVALUATE DISTINCTIVE FEATURES OF MARRIED AND UNMARRIED TRANSFER STUDENTS WITH RESPECT TO FORMER COLLEGE, CLASS RANK, IN-STATE OR OUT-OF-STATE RESIDENCE CLASSIFICATION, AND CURRICULAR PATTERNS. THE FIVE REASONS MOST FREQUENTLY GIVEN FOR TRANSFERRING WERE (1) SPECIAL CURRICULUMS AVAILABLE, (2) BETTER OVERALL UNIVERSITY STANDING, (3) BETTER ACTIVITY PROGRAMS AND SOCIAL CLIMATE, (4) BETTER LOCATION, AND (5) LOWER COST. REASONS FOR ENTRANCE

BETWEEN TRANSFER STUDENTS AND ENTERING FRESHMEN DIFFERED MARKEDLY. BETTER FACULTY WAS LISTED BY 80 PERCENT OF ENTERING TRANSFER STUDENTS, BUT BY ONLY 29 PERCENT OF ENTERING FRESHMEN. CURRICULAR COMPARISONS SHOWED MALE TRANSFER STUDENTS PRINCIPALLY ENTERED SCHOOLS OF ENGINEERING, BUSINESS, AND BIOLOGICAL SCIENCES WHILE FEMALE TRANSFER STUDENTS ENTERED SCHOOLS OF EDUCATION, HOME ECONOMICS, AND ARTS AND HUMANITIES. (JK)

ED 010 911 EA 000 249
A SYSTEMS ANALYSIS OF SCHOOL BOARD ACTION.
BY- SCRIBNER, JAY D.
PUB DATE 3 AUG 66
EDRS PRICE MF-80.09 HC-80.48 12P.

PUB DATE 17 FEB 66

DESCRIPTORS- *BOARDS OF EDUCATION, *SYSTEMS ANALYSIS, *SYSTEMS CONCEPTS, CHICAGO, FUNCTIONAL SYSTEMS THEORY, INFORMATION THEORY,

THE BASIC ASSUMPTION OF THE FUNCTIONAL-SYSTEMS THEORY IS THAT STRUCTURES FULFILL FUNCTIONS IN SYSTEMS AND THAT SUBSYSTEMS OPERATE SEPARATELY WITHIN ANY TYPE OF STRUCTURE. RELYING MAINLY ON GABRIEL ALMOND'S PARADIGM, THE AUTHOR ATTEMPTS TO DETERMINE THE USEFULNESS OF THE FUNCTIONAL-SYSTEMS THEORY IN CONDUCTING EMPIRICAL RESEARCH OF SCHOOL BOARDS. ALL SCHOOL BOARDS HAVE FOUR UNIVERSAL QUALITIES--EQUILIBRIUM, INTERDEPENDENCE, COMPREHENSIVENESS, AND BOUNDARY. DEMANDS AND SUPPORTS (INPUTS) REFLECTING THE WANTS AND DESIRES OF CONCERNED INDIVIDUALS ARE MADE TO THE SCHOOL BOARD. THE ACCEPTANCE OR REJECTION OF AN INPUT AT A SCHOOL BOARD MEETING IS DETERMINED BY COMMUNICATION. THE POLITICAL FUNCTIONS OF RULE MAKING, APPLICATION, AND ADJUDICATION COMPLETE THE CONVERSION PROCESS, AND OUTPUTS (POLICY DETERMINATION) RESULT. BY USING CONTENT ANALYSIS TO TEST THE APPLICABILITY OF THE SYSTEMS APPROACH TO SCHOOL BOARD RESEARCH, THE AUTHOR FINDS THAT EXTRACTIVE DEMANDS ARE MORE PREVALENT, AND OUTPUT TOTALS CORRESPOND CLOSELY WITH INPUT TOTALS. ALTHOUGH SOME CONCEPTS ARE UNVERIFIED, THE FUNCTIONAL-SYSTEMS APPROACH SEEMS TO IMPROVE RESEARCHERS' UNDERSTANDING OF THE SCHOOL BOARD FUNCTION. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, FEBRUARY 17, 1966). (PP)

ED 010 912 EA 000 297
THE SOCIAL SCIENCES, AN ASPECT OF SCHOOL ADMINISTRATOR PREPARATION.
BY- DELACY, WALTER J.
PUB DATE JUL 66
EDRS PRICE MF-80.09 HC-81.12 20P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *GRADUATE STUDY, *SCHOOL ADMINISTRATION, *SOCIAL SCIENCES, *TRAINING, CORE CURRICULUM, DOCTORAL DEGREES, PROFESSIONAL EDUCATION, SEMINARS,

A SURVEY WAS MADE OF 10 UNIVERSITIES WITH ACCREDITED PROGRAMS FOR SCHOOL ADMINISTRATOR PREPARATION TO ASCERTAIN HOW THE SOCIAL SCIENCE DISCIPLINES HAVE BEEN INTEGRATED INTO THEIR PROGRAMS, AND TO EVALUATE THE HYPOTHESIS THAT INCREASED EMPHASIS UPON AN INTERDISCIPLINARY APPROACH WOULD PRODUCE MORE EFFECTIVE SCHOOL ADMINISTRATORS. FINDINGS WERE COMPILED FROM PERSONAL INTERVIEWS WITH RESPONSIBLE PERSONNEL AT EACH

INSTITUTION. ALL OF THE SCHOOLS OFFER PROGRAMS IN EDUCATIONAL ADMINISTRATION LEADING TO THE D.ED. OR THE PH.D. A RELATIVELY CONSISTENT PATTERN EXISTS AMONG THE SCHOOLS WITH RESPECT TO COURSE WORK, FIELD EXPERIENCES, STATISTICS, INTERNSHIPS, SEMINARS, AND DISSERTATION RESEARCH. ALL INSTITUTIONS INCLUDE COURSE WORK IN THE SOCIAL SCIENCES, WITH DISCIPLINES AND THEIR FREQUENCIES AS FOLLOWS--SOCIOLOGY (17), ECONOMICS (16), POLITICAL SCIENCE (15), PSYCHOLOGY (11), ANTHROPOLOGY (8), BUSINESS ADMINISTRATION (5), PUBLIC ADMINISTRATION (4), HISTORY (3), PHILOSOPHY (2), GOVERNMENT (2), COMMUNICATIONS (2), AND HUMAN RELATIONS (1). SEMESTER HOURS REQUIRED FOR INTERDISCIPLINARY STUDIES RANGE FROM NO MINIMUM TO A MINIMUM OF 24, WITH MOST SCHOOLS FAVORING SOCIAL SCIENCES. ABOUT HALF THE SCHOOLS ARRANGE SEMINARS FOR THEIR STUDENTS THROUGH THE INTERDISCIPLINARY CLASSES OFFERED FOR GRADUATE STUDENTS IN ALL DEPARTMENTS. PROBLEMS EXIST IN (1) OBTAINING ADEQUATE PERSONNEL TO TEACH THE SOCIAL SCIENCE DISCIPLINES, (2) CONFUSION OVER THE CONTENT AND RELEVANCE OF SUCH TRAINING, AND (3) CONFLICTS WITH PERSONNEL IN THE SOCIAL SCIENCE FIELDS OVER STUDENT LOAD IN THE RESPECTIVE DEPARTMENTS. ONE SCHOOL REPORTED REAL EVIDENCE AND ONLY TWO REPORTED VERBAL EVIDENCE OF THE EFFECTIVENESS OF THE INTERDISCIPLINARY APPROACH. A LACK ATTRIBUTED TO ITS RECENT INTRODUCTION. THE STUDY RECOMMENDS THAT EACH DEPARTMENT OF EDUCATIONAL ADMINISTRATION INCORPORATE INTO ITS PROGRAMS THE MOST RELEVANT CONTENT OF THE SOCIAL SCIENCES AND CULTIVATE INTERACTIONS WITH SOCIAL SCIENCE DEPARTMENTS. (JK)

ED 010 913

EA 000 339

A CRITERION PAPER ON PARAMETERS OF EDUCATION. FINAL REVISION.
BY- MEIERHENRY, W. C.

PUB DATE 10 NOV 65

EDRS PRICE MF-80.00 HC-81.36 34P.

DESCRIPTORS- #EDUCATIONAL CHANGE, #EDUCATIONAL IMPROVEMENT, #INSTRUCTIONAL INNOVATION, DECISION MAKING SKILLS, DISTRICT OF COLUMBIA, ECONOMIC FACTORS, EDUCATIONAL STRATEGIES, EVALUATION, SCHOOL SYSTEMS, SOCIAL INFLUENCES, STUDENTS, TEACHERS.

THIS POSITION PAPER DEFINES ASPECTS OF INNOVATION IN EDUCATION. THE APPROPRIATENESS OF PLANNED CHANGE AND THE LEGITIMACY OF FUNCTION OF PLANNED CHANGE ARE DISCUSSED. PRIMARY ELEMENTS OF INNOVATION INCLUDE THE SUBSTITUTION OF ONE MATERIAL OR PROCESS FOR ANOTHER, THE RESTRUCTURING OF TEACHER ASSIGNMENTS, VALUE CHANGES WITH RESPECT TO TEACHING RESPONSIBILITIES AND MODERN TECHNIQUES OF TELEVISION AND PROGRAMED INSTRUCTION, NEW STRUCTURES, AND CHANGES IN PHYSICAL FACILITIES. FEDERAL AND STATE GOVERNMENTS, EXTERNAL OR CIVIC CHANGE AGENTS AND INTERNAL AGENTS SUCH AS SUPERINTENDENTS AND PRINCIPALS FUNCTION AS CHANGE AGENTS, HAVE NO CLEAR CLIENT SYSTEM, AND UTILIZE NO SYSTEM FOR DISSEMINATION OF RESEARCH FINDINGS. THE COMPLEX DECISION-MAKING STRUCTURE OF EDUCATIONAL INSTITUTIONS FURTHER INHIBITS PLANNED CHANGE. EIGHT ELEMENTS (NOW LACKING) ARE SEEN AS ESSENTIAL FOR THE ACCEPTANCE AND DIFFUSION OF INNOVATIONS--BROAD GOALS, SPECIFIC GOALS, PROFIT MOTIVE, RESEARCH AND DEVELOPMENT, INVESTMENT, ECONOMIC ADVANTAGE, PERSONAL ADVANTAGE, CLEAR PERFORMANCE STANDARDS, AND CLEAR PRODUCT ASSESSMENT. THIS PAPER WAS PRESENTED TO THE CONFERENCE ON STRATEGIES FOR EDUCATIONAL CHANGE (WASHINGTON, D.C., NOVEMBER 8-10, 1965). (JK)

ED 010 914

EA 000 370

CRITERIA FOR THE THEORETICAL ADEQUACY OF CONCEPTUAL FRAMEWORK OF PLANNED EDUCATIONAL CHANGE.
BY- BROUDY, HARRY S.

EDRS PRICE MF-80.00 HC-81.28 32P.

DESCRIPTORS- #EDUCATIONAL CHANGE, #MODELS, #SCIENTIFIC METHODOLOGY, BEHAVIORAL SCIENCE RESEARCH, SOCIAL SCIENCES,

THE CURRENT INADEQUACY OF A CONCEPTUAL FRAMEWORK ALLOWING ACCUMULATION AND SYNTHESIS OF KNOWLEDGE CONCERNING EDUCATIONAL CHANGE IS EVALUATED. CONSIDERATION OF EDUCATIONAL CHANGE AS SCIENTIFIC KNOWLEDGE PRESUPPOSES EXPLORATION OF THE DIFFICULTIES THAT RESTRICT THE MEETING OF THE ACCEPTED SCIENTIFIC CRITERIA OF DESCRIPTION, EXPLANATION, PREDICTION, AND CONTROL AS WELL AS THE SCIENTIFIC METHODOLOGICAL REQUIREMENTS OF OBJECTIVITY AND SKEPTICISM. WITHIN AN ESTABLISHED BODY OF SCIENTIFIC KNOWLEDGE A STRUCTURE OF PHENOMENA IN LOGICAL RELATIONS AND A METHODOLOGY MADE UP OF DEFINITE RULES OF PROCEDURE CAN BE DISCERNED. WITHOUT A STRUCTURE OF RELATIONS AND PROCEDURAL METHODOLOGY, INQUIRIES MAY OR MAY NOT LINK UP WITH EACH OTHER AND RESULT IN AN ACCUMULATION OF FINDINGS RATHER THAN A CUMULATION OF RESULTS. AN INADEQUACY OF THIS NATURE IS CHARACTERISTIC OF KNOWLEDGE CONCERNING EDUCATIONAL CHANGE. WITHOUT CONSENSUS UPON THE CONCEPTUAL FRAMEWORK OF RELATIONAL AND METHODOLOGICAL FACTS, IT IS DIFFICULT TO FORMULATE THEORIES THAT SYNTHESIZE LARGE AREAS OF WELL-ESTABLISHED FACT. THE ATTEMPT TO MAKE A SCIENCE OUT OF ANY SOCIAL PHENOMENA IS CONSTANTLY QUESTIONED BECAUSE OF THE INHERENT SUBJECTIVITY OF THE SOCIAL SCIENCES, THE VALUE FACTORS OF BOTH INVESTIGATOR AND INVESTIGATED PHENOMENA, AND THE COMPLEXITY OF GROUP DYNAMICS. A CONCEPTUAL FRAMEWORK FOR EDUCATIONAL CHANGE SHOULD TAKE INTO CONSIDERATION THESE INHERENT DIFFICULTIES OF PSYCHOLOGICAL AND SOCIAL PHENOMENA ANALYSIS. ITS SCIENTIFIC STUDY COULD PROCEED ALONG THE TWO LINES--(1) AN EXTRAPOLATION OF EXISTING TRENDS IN SOCIAL SUBSYSTEMS AND A SPECULATION OF CONSEQUENCES, AND (2) AN EMPHASIS ON CRITICISM OF WHAT HAS BEEN DISCOVERED, INCLUDING AN EXAMINATION OF CONSISTENCY, EMPIRICAL CONSEQUENCES, AND ATTEMPTS AT FALSIFICATION. (GB)

ED 010 915

EA 000 380

ORGANIZATIONAL STRATEGIES FOR PLANNED CHANGE IN EDUCATION.
BY- CULBERTSON, JACK A.

PUB DATE 10 NOV 65

EDRS PRICE MF-80.00 HC-81.76 44P.

DESCRIPTORS- #EDUCATIONAL CHANGE, #EDUCATIONAL IMPROVEMENT, #EDUCATIONAL PLANNING, #OPERATIONS RESEARCH, EDUCATIONAL LEGISLATION, EDUCATIONAL RESEARCH, HIGHER EDUCATION, INNOVATION, NATIONAL EDUCATION ACADEMY, POLICY FORMATION,

FOUR STRATEGIES FOR ACHIEVING LONG-RANGE GOALS IN EDUCATION ARE OUTLINED, AND RELATED CONSTRAINTS, CONTROLS, AND CONFLICTS ARE EVALUATED. STRATEGY 1, A NATIONAL EDUCATION ACADEMY DESIGNED TO PROVIDE TRAINING FOR NEW AND CREATIVE LEADERSHIP, WOULD RECRUIT GIFTED PERSONNEL FOR TRAINING IN A BROAD UNDERSTANDING OF THE MAJOR TRADITIONS OF SOCIETY, WITH INSTRUCTION IN DEFINING MAJOR EDUCATIONAL AND SOCIAL PROBLEMS, FIELD EXPERIENCE, AND A YEAR'S APPRENTICESHIP UPON GRADUATION IN SELECTED EDUCATIONAL ORGANIZATIONS WHICH VALUE INNOVATIVE EFFORT. STRATEGY 2, AN INSTITUTE FOR THE STUDY OF

EDUCATIONAL INNOVATION, WOULD FOCUS PRIMARILY ON THE CREATION OF NEW CONCEPTS FOR ADVANCING RESEARCH AND DEVELOPMENT AND WOULD BE PRIVATELY SUPPORTED, STAFFED BY LEADING SCHOLARS ON 1-YEAR FELLOWSHIPS, AND LOCATED NEAR A MAJOR UNIVERSITY. STRATEGY 3, A PLAN TO FACILITATE STATE AND NATIONAL POLICY DEVELOPMENT, WOULD ENCOURAGE INTERORGANIZATIONAL AND REGIONAL EDUCATIONAL ALLIANCES AND WOULD SEEK TO IMPROVE STATE EDUCATIONAL LEGISLATION, ESPECIALLY THAT RELATED TO THE LONG-RANGE FINANCING OF EDUCATION, BY DEVELOPING A PATTERN OF SUPPORT UPON A COMBINATION OF PUBLIC AND PRIVATE FUNDS. STRATEGY 4, THE APPLICATION OF OPERATIONS RESEARCH TO LOCAL SCHOOL DISTRICT PROBLEMS WOULD UTILIZE TEAMS OF MULTIDISCIPLINARY SPECIALISTS TO DEFINE PROBLEMS, DETERMINE THEIR PARTICULAR DIMENSIONS, AND DEVELOP POSSIBLE SOLUTIONS THROUGH THE APPLICATION OF SUCH RESEARCH TECHNIQUES AS MATHEMATICAL MODELS AND PROGRAM EVALUATION. THIS PAPER WAS PREPARED FOR THE CONFERENCE ON STRATEGIES FOR EDUCATIONAL CHANGE (WASHINGTON, D.C., NOVEMBER 8-10, 1965). (JK)

ED 010 916 EC 000 012
GUIDELINES OF PROGRAMS OF SPECIAL EDUCATION IN ALASKA.
ALASKA STATE DEPT. OF EDUCATION, JUNEAU
PUB DATE JUN 65
EDRS PRICE MF-80.09 HC-81.36 34P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *SPECIAL EDUCATION, *STATE PROGRAMS, *TRAINABLE MENTALLY HANDICAPPED, ADMISSION CRITERIA, CURRICULUM, EMOTIONALLY DISTURBED, EQUIPMENT, IDENTIFICATION, JUNEAU, LEGISLATION, PHYSICALLY HANDICAPPED, PROGRAM DEVELOPMENT, PROGRAM GUIDES,

SIX AREAS OF EXCEPTIONALITY SERVED BY PUBLIC SCHOOL PROGRAMS ARE PRESENTED, INCLUDING MENTALLY RETARDED (BOTH EDUCABLE AND TRAINABLE), BLIND AND PARTIALLY SIGHTED, DEAF AND HARD OF HEARING, ORTHOPEDICALLY OR NEUROLOGICALLY HANDICAPPED, EMOTIONALLY DISTURBED, AND MULTIPLY HANDICAPPED. INCLUDED FOR EACH EXCEPTIONALITY IS A DEFINITION, CRITERIA FOR DETERMINING PLACEMENT, AND A SECTION ON EVALUATION OF DISABILITIES. PROCEDURES FOR ESTABLISHING SPECIAL EDUCATION PROGRAMS ARE DISCUSSED IN DETAIL, AND EXPLICIT DIRECTIONS FOR SUBMITTING APPLICATIONS TO THE STATE DEPARTMENT ARE INCLUDED. A SECTION ON CURRICULUM OUTLINES RECOMMENDED OBJECTIVES, EQUIPMENT, AND PROGRAMS FOR THE EDUCABLE AND TRAINABLE MENTALLY HANDICAPPED, THE PHYSICALLY HANDICAPPED, AND THE EMOTIONALLY DISTURBED. A SECTION IS INCLUDED ON THE IDENTIFICATION OF SPEECH AND HEARING PROBLEMS. A LIST OF EQUIPMENT AND SUPPLIES FOR SPECIAL EDUCATION CLASSROOMS. THE STATE REFERRAL FORM FOR SPECIAL EDUCATION PLACEMENT, AND AN APPLICATION FOR HOME OR HOSPITAL TEACHING ARE INCLUDED. (VO)

ED 010 917 EC 000 025
CURRICULUM GUIDE FOR SPECIAL EDUCATION.
BY- AINSWORTH, C.L.
BIG SPRING INDEPENDENT SCHOOL DIST., TEX.
PUB DATE JUL 66
EDRS PRICE MF-80.36 HC-88.48 212P.

DESCRIPTORS- *CLASS ACTIVITIES, *CURRICULUM GUIDES, *EDUCABLE MENTALLY HANDICAPPED, *EDUCATIONAL PROGRAMS, *SPECIFIC EDUCATION, BIG SPRING, CURRICULUM EVALUATION, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL PROGRAMS, PROGRAM EVALUATION, VOCATIONAL EDUCATION,

A CURRICULUM FOR EDUCABLE MENTALLY RETARDED CHILDREN FROM AGE 6 YEARS THROUGH GRADUATION IS PRESENTED. IT CENTERS ON A STUDY OF THE LOCAL COMMUNITY WITH THE CHIEF PURPOSE OF TRAINING MENTALLY RETARDED CHILDREN TO LIVE AND WORK PRODUCTIVELY THERE, AND ALSO TO EDUCATE THE COMMUNITY TO ACCEPT THEM AS CONTRIBUTING CITIZENS. BASIC ACADEMIC SKILLS IN COMMUNICATION, SOCIAL STUDIES, ARITHMETIC, AND SCIENCE ARE PRESENTED SEQUENTIALLY BY LEVELS, AND SPECIFIC ACTIVITIES ARE OUTLINED OR ILLUSTRATED. (DF)

ED 010 918 EC 000 024
SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN IN TEXAS.
TEXAS EDUCATION AGENCY, AUSTIN
REPORT NUMBER TEA-266-500-1465-B-350
PUB DATE JUN 65
EDRS PRICE MF-80.09 HC-80.48 12P.

DESCRIPTORS- *ADMINISTRATION, *EXCEPTIONAL CHILDREN, *INTERAGENCY COORDINATION, *SPECIAL EDUCATION, *STATE PROGRAMS, AUSTIN, EDUCATIONAL PROGRAMS,

THE HISTORY AND FUNCTIONS OF SPECIAL EDUCATION IN TEXAS ARE PRESENTED IN OUTLINE FORM. AN ORGANIZATIONAL CHART SHOWS RELATIONSHIPS AMONG PUBLIC AGENCIES SERVING EXCEPTIONAL CHILDREN. (HY)

ED 010 919 EC 000 025
MANUAL OF STANDARDS FOR REHABILITATION CENTERS AND FACILITIES.
BY- CANIFF, CHARLES E. AND OTHERS
ASSOCIATION OF REHABILITATION CENTERS INC.
PUB DATE JUN 65
EDRS PRICE MF-80.18 HC-84.56 114P.

DESCRIPTORS- *INSTITUTIONAL ADMINISTRATION, *INSTITUTIONAL FACILITIES, *INSTITUTIONAL PERSONNEL, *INSTITUTIONS, *REHABILITATION PROGRAMS, EDUCATIONAL PROGRAMS, EVANSTON, MANUALS, MEDICAL SERVICES, MENTAL HEALTH CLINICS, PROFESSIONAL SOCIETIES, SOCIAL SERVICES, STANDARDS, VOCATIONAL EDUCATION, VOCATIONAL REHABILITATION,

A 5-YEAR PROJECT TO SPECIFY STANDARDS OF REHABILITATION CENTERS AND FACILITIES RESULTED IN THREE PUBLICATIONS. THIS MANUAL INCLUDES THE CHARACTERISTICS AND GOALS OF REHABILITATION FACILITIES. THE STANDARDS FOR ORGANIZATION, SERVICES THAT SHOULD BE PROVIDED, PERSONNEL INCLUDED, RECORDS AND REPORTS, FISCAL MANAGEMENT, AND THE PHYSICAL PLANT ARE DESCRIBED IN SOME DETAIL. THE APPENDIX INCLUDES SUBCOMMITTEE REPORTS AND REPORTS ON MEDICAL SERVICES, PSYCHOLOGICAL SERVICES, AND SOCIAL WORK SERVICES. THE COMPANION PUBLICATIONS ARE "STANDARDS FOR REHABILITATION CENTERS AND FACILITIES" AND "STANDARDS SURVEY FORM FOR REHABILITATION CENTERS AND FACILITIES." (SL)

ED 010 920 EC 000 030
GUIDELINES FOR TEACHERS. PLANS FOR DEVELOPMENT OF EXPRESSIVE CONNECTED LANGUAGE CONCEPTS AND SPECIFIC ACHIEVEMENTS FOR CHILDREN WHO HAVE IMPAIRED HEARING.
BY- QUILL, LEONORA A. GLENZ, GRACE A.
CHAMPAIGN COMMUNITY UNIT SCHOOL DIST., ILL.
PUB DATE JUN 66
EDRS PRICE MF-80.09 HC-81.64 41P.

DESCRIPTORS- #AURALLY HANDICAPPED, #DEAF EDUCATION, #EXPRESSIVE LANGUAGE, #LANGUAGE HANDICAPS, #SPEECH EDUCATION, CHAMPAIGN, LANGUAGE DEVELOPMENT, LANGUAGE INSTRUCTION, STRUCTURAL ANALYSIS.

THIS GUIDE DESCRIBES A PROGRAM FOR DEVELOPING THE FACULTIES OF DEAF CHILDREN THROUGH LANGUAGE TRAINING. THIS CURRICULUM ATTEMPTS TO INSURE SEQUENTIAL LEARNING FOR DEAF STUDENTS AS WELL AS TO PROVIDE TEACHERS WITH AN OVERALL PICTURE OF THE DEVELOPMENT OF LANGUAGE. MATERIALS ARE ARRANGED ACCORDING TO EIGHT LEVELS. A LINGUISTIC APPROACH TO THE LEARNING OF LANGUAGE IS OUTLINED IN DETAIL. PRINCIPLES OF LEARNING LANGUAGE ARE STATED CONCISELY AND THE THREEFOLD OBLIGATION THAT THE TEACHER HAS IN USING THE CURRICULUM IS DELINEATED. THE ACHIEVEMENTS IN EXPRESSIVE LANGUAGE AT EACH OF THE LEVELS ARE PRESENTED BY CHARTS WHICH DETAIL ACTIVITIES AND CONCEPTS. A RELATED BIBLIOGRAPHY IS APPENDED. (DF)

ED 010 921

EC 000 044

THE EFFECTS OF TYPING INSTRUCTION ON CREATIVITY AND ACHIEVEMENT AMONG THE GIFTED.

BY- KARNES, MERLE B. AND OTHERS

CHAMPAIGN COMMUNITY UNIT SCHOOL DIST., ILL.

PUB DATE AUG 63

EDRS PRICE MF-\$0.09 HC-\$2.04 51F.

DESCRIPTORS- #CREATIVE WRITING, #CREATIVITY RESEARCH, #CURRICULUM ENRICHMENT, #GIFTED, #TYPING, CHAMPAIGN, CREATIVE THINKING, INTERMEDIATE GRADES, READING, SPELLING, WORK STUDY SKILLS.

TWO GROUPS OF 31 OR MORE FOURTH-GRADE CHILDREN, WHO SCORED 115 OR HIGHER ON THE 1960 STANFORD-BINET INTELLIGENCE SCALE, RECEIVED ENRICHMENT IN CREATIVE THINKING AND WRITING. ONE GROUP RECEIVED TYPING INSTRUCTION. PRETESTS ADMINISTERED IN THE FOURTH GRADE AND AGAIN TO THE SAME STUDENTS AT THE SIXTH GRADE INCLUDED THE CALIFORNIA ACHIEVEMENT TESTS (READING AND SPELLING), WORK-STUDY SKILLS TESTS OF THE IOWA EVERY PUPIL TESTS OF BASIC SKILLS, GUILFORD UNUSUAL USES AND CONSEQUENCES TESTS, AND A CREATIVE WRITING TEST. RESULTS SHOWED THAT THE USE OF TYPING BY ACADEMICALLY TALENTED INTERMEDIATE GRADE CHILDREN WAS NOT HARMFUL TO ACHIEVEMENT IN WORK-STUDY SKILLS, READING, AND SPELLING. THE EXPERIMENTAL GROUP USING TYPEWRITERS SHOWED SIGNIFICANTLY GREATER GAINS IN CREATIVE WRITING AND CREATIVE THINKING THAN DID THE CONTROL GROUP. (JA)

ED 010 922

EC 000 045

A POTPOURRI OF IDEAS FOR TEACHERS OF THE MENTALLY RETARDED. VOLUME II, THE PRACTICAL ARTS.

BY- BLESSING, KENNETH R.

WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON

REPORT NUMBER WOPI-BULL-15

PUB DATE

62

EDRS PRICE MF-\$0.18 HC-\$3.76 94F.

DESCRIPTORS- #CURRICULUM GUIDES, #MENTALLY HANDICAPPED, #PRACTICAL ARTS, #SPECIAL EDUCATION, #VOCATIONAL EDUCATION, CHILD CARE, HOMEMAKING SKILLS, HYGIENE, INSTRUCTIONAL PROGRAMS, MADISON, MUSIC ACTIVITIES, RECREATIONAL ACTIVITIES, SEWING INSTRUCTION.

THIS BULLETIN DEFINES THE INTENT OF PRACTICAL ARTS IN

SPECIAL EDUCATION AS PROVIDING THE RETARDED WITH THE UNDERSTANDINGS, VALUES, ATTITUDES, SKILLS, AND EXPERIENCES LEADING TO SOCIAL AND VOCATIONAL COMPETENCE IN THE AFTER-SCHOOL YEARS. THE PRACTICAL IDEAS AND CURRICULAR SUGGESTIONS ARE GROUPED--(1) HOME ARTS ACTIVITIES INCLUDING THE SKILLS OF HOMEMAKING, HOUSEHOLD MECHANICS, CHILD CARE, AND SEWING, (2) GOOD PHYSICAL AND MENTAL HEALTH SKILLS SUCH AS GOOD GROOMING, DENTAL CARE, AND PARTICIPATION IN CLUBS, RECREATION, GAMES, RHYTHMS AND SONGS, AND (3) MISCELLANEOUS SUGGESTIONS DESIGNED TO DEVELOP MOTORIC AND MANIPULATIVE SKILLS. (CG)

ED 010 923

EC 000 049

EDUCATION OF HANDICAPPED CHILDREN IN RHODE ISLAND, A REPORT TO THE LEGISLATURE.

PUB DATE 14 MAR 63

EDRS PRICE MF-\$0.27 HC-\$6.48 162P.

DESCRIPTORS- #HANDICAPPED CHILDREN, #PROGRAM EVALUATION, #SPECIAL EDUCATION, #STATE LEGISLATION, CURRICULUM EVALUATION, EMOTIONALLY DISTURBED CHILDREN, MENTALLY HANDICAPPED, PHYSICALLY HANDICAPPED, PSYCHOLOGICAL SERVICES, SPEECH HANDICAPS, TEACHER QUALIFICATIONS, VISUALLY HANDICAPPED, VOLUNTEER ORGANIZATIONS, RHODE ISLAND.

IN 1961 THE RHODE ISLAND GENERAL ASSEMBLY ESTABLISHED A COMMISSION TO STUDY NEEDS AND PROVISIONS FOR THE EDUCATION OF HANDICAPPED CHILDREN. IN ADDITION TO MEETING WITH REPRESENTATIVES OF MANY AGENCIES THROUGHOUT THE STATE, THE COMMISSION EMPLOYED A PROJECT DIRECTOR AND A STAFF OF SPECIAL EDUCATION CONSULTANTS WHO GATHERED DATA ABOUT ALL EXISTING PROGRAMS AND DEVELOPED A SERIES OF RECOMMENDATIONS FOR COMMISSION REVIEW AND TRANSMITTAL TO THE ASSEMBLY. THE MAJOR COMMISSION RECOMMENDATIONS FOR LEGISLATIVE ACTION ARE SUMMARIZED. CONSULTANT RECOMMENDATIONS AND EVALUATION FOR EACH AREA OF PROGRAMS FOR THE HANDICAPPED ARE INCLUDED. THESE CHAPTERS REPRESENT COMPREHENSIVE DESCRIPTIONS AND EVALUATIONS OF FACILITIES AND SERVICES IN EXISTENCE IN FEBRUARY 1963. (DF)

ED 010 924

EC 000 053

RESEARCH IN BLINDNESS AND SEVERE VISUAL IMPAIRMENT, PROCEEDINGS OF THE SYMPOSIUM (NEW YORK, OCTOBER 19, 1963).

BY- NEWELL, FRANK W. AND OTHERS

PUB DATE MAY 64

EDRS PRICE MF-\$0.18 HC-\$4.72 118P.

DESCRIPTORS- #BLIND, #OPHTHALMOLOGY, #REHABILITATION PROGRAMS, #SURVEYS, #VISUALLY HANDICAPPED, INFORMATION SERVICES, INTERNATIONAL PROGRAMS, INTERNATIONAL RESEARCH INFORMATION SERVICE, NATIONAL SURVEYS, NEW YORK CITY, RESEARCH PROJECTS, STATISTICAL DATA.

ON OCTOBER 19, 1963, SPECIALISTS REPORTED THE FINDINGS OF STUDIES THEN UNDERWAY AND OUTLINED THE RESEARCH POSSIBILITIES WITHIN THEIR RESPECTIVE AGENCIES. QUESTIONS WERE RAISED ABOUT THE DEFINITION OF BLINDNESS FOR RESEARCH AND SERVICE PURPOSES. SPEAKERS DISCUSSED THE POSSIBLE USE OF SUCH DATA SOURCES AS STATEWIDE REGISTERS OF THE BLIND, THE INTERNATIONAL RESEARCH INFORMATION SERVICE ESTABLISHED BY THE AMERICAN FOUNDATION FOR THE BLIND IN 1960, AND THE REHABILITATION CODES PROJECT BEGUN IN 1958 THROUGH FUNDS FROM

THE ASSOCIATION FOR THE AID OF CRIPPLED CHILDREN. TWO RESEARCH PROJECTS, THE NATIONAL HEALTH SURVEY SPECIAL STUDY OF VISUAL IMPAIRMENT, 1963-1964, AND THE WAR-BLINDED VETERANS RESEARCH PROJECT, WERE DISCUSSED WHILE THE FINDINGS AND PROCEDURES OF A 1963 PILOT STUDY OF VISUAL IMPAIRMENT IN CLEVELAND WERE CONSIDERED IN DETAIL. THE RESEARCH IMPLICATIONS OF SEVERAL RECENT TECHNOLOGICAL ADVANCES WERE ALSO EXPLORED. (DF)

ED 010 925 EC 000 064
DEPARTMENTAL GUIDE, SPECIAL EDUCATION DEPARTMENT, ABILENE PUBLIC SCHOOLS, 1966-1967. ABILENE PUBLIC SCHOOLS, TEX. PUB DATE 66
EDRS PRICE MF-80.18 HC-83.24 81P.

DESCRIPTORS- #ADMISSION CRITERIA, #PHYSICALLY HANDICAPPED, #PROGRAM GUIDES, #SPECIAL EDUCATION, #TEACHER CERTIFICATION, ABILENE, AURALLY HANDICAPPED, BIBLIOGRAPHIES, EDUCABLE MENTALLY HANDICAPPED, HEARING THERAPY, HOME INSTRUCTION, HOSPITAL SCHOOLS, LANGUAGE HANDICAPS, PSYCHOLOGICAL EVALUATION, SPEECH THERAPY, TRAINABLE MENTALLY HANDICAPPED, VISUALLY HANDICAPPED;

SPECIAL PROGRAMS OF THE ABILENE, TEXAS, SCHOOLS ARE DESCRIBED WITH EMPHASIS ON PUPIL ELIGIBILITY FOR SERVICES, PURPOSES OF THE PROGRAMS, AND GENERAL AND SPECIFIC PROCEDURES USED IN INSTRUCTION. SOURCES OF INFORMATION USED IN INDIVIDUAL PSYCHOLOGICAL EVALUATIONS, CERTIFICATION REQUIREMENTS FOR TEACHING IN TEXAS, AND BIBLIOGRAPHIES FOR AREAS OF EXCEPTIONALITY ARE ALSO INCLUDED. (JW)

ED 010 926 EC 000 065
RETARDED YOUTH--THEIR SCHOOL-REHABILITATION NEEDS. FINAL REPORT. BY- DENO, EVELYN AND OTHERS MINNEAPOLIS PUBLIC SCHOOLS, MINN. PUB DATE MAR 65
EDRS PRICE MF-80.27 HC-86.64 166P.

DESCRIPTORS- #COMMUNITY SERVICES, #EDUCABLE MENTALLY HANDICAPPED, #REHABILITATION PROGRAMS, #SPECIAL EDUCATION, #VOCATIONAL EDUCATION, ADOLESCENTS, COUNSELING, MINNEAPOLIS, STUDENT EVALUATION,

A 4-YEAR REHABILITATION PROJECT, DEVELOPED TO INVESTIGATE MEANS OF ALLEVIATING DEFICIENCIES IN SCHOOL-REHABILITATION SERVICES, IS DESCRIBED. THROUGH A SERIES OF RESEARCH REPORTS AND DEMONSTRATION PROJECTS THIS STUDY EVALUATED PROGRAMS PREPARING ADOLESCENT MENTALLY RETARDED FOR EMPLOYMENT, AND AT THE SAME TIME FACILITATING COORDINATION OF COMMUNITY SERVICES AND OFFERING BASIC INFORMATION AND TECHNIQUES. SUBSTUDIES PROVIDE A DESCRIPTION OF THE POPULATION SERVED THROUGH THE PROJECT. FOLLOWUP DATA ON FORMER SPECIAL CLASS STUDENTS PROVIDE INFORMATION ABOUT WORK HISTORIES, HEALTH, SEX, RACE, AND THE USE OF VOCATIONAL AND REHABILITATION SERVICES BY THOSE CLIENTS. IN ADDITION TO THE DATA REGARDING CHARACTERISTICS, PROBLEMS, AND POTENTIAL OF THE POPULATION SERVED, DESCRIPTIONS OF THE TRAINING AND GUIDANCE PROGRAMS ARE PROVIDED. IMPLICATIONS IN TERMS OF DIAGNOSIS, ADEQUACY OF EXISTING FACILITIES, ATTAINABLE GOALS, AND THE CURRICULUM ARE REPORTED. (JW)

ED 010 927

EC 000 067

LANGUAGE--A CURRICULUM GUIDE FOR SPECIAL EDUCATION. BY- DEVER, RICHARD AND OTHERS WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON REPORT NUMBER WSDPI-BULL-26 PUB DATE FEB 66 WISCONSIN UNIV., MADISON EDRS PRICE MF-80.09 HC-81.40 35P.

DESCRIPTORS- #CURRICULUM GUIDES, #INSTRUCTIONAL MATERIALS, #LANGUAGE INSTRUCTION, #MENTALLY HANDICAPPED, #SPECIAL EDUCATION, LANGUAGE SKILLS, MADISON, STRUCTURAL ANALYSIS,

LANGUAGE PROGRAMS FOR THE MENTALLY RETARDED ARE SUGGESTED FOR FIVE LEVELS FROM PREPRIMARY TO SENIOR HIGH. THE RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS ARE IDENTIFIED AND APPROPRIATE ACTIVITIES ARE SUGGESTED. IN AN ANNOTATED SECTION, 75 SOURCE MATERIALS ARE CLASSIFIED ACCORDING TO RECEPTIVE OR EXPRESSIVE SKILL AND BY AGE LEVEL. (MR)

ED 010 928 EC 000 070
DEAF AND HARD OF HEARING, FILM RESOURCES IN THE AREA OF DEAFNESS AND THE EDUCATION OF THE DEAF. CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO PUB DATE JUL 66
EDRS PRICE MF-80.09 HC-80.28 7P.

DESCRIPTORS- #AURALLY HANDICAPPED, #DEAF EDUCATION, #FILMS, #INSTRUCTIONAL MATERIALS, #SPECIAL EDUCATION, DEAF, SACRAMENTO,

TEN SOURCES OF FILMS PERTAINING TO THE EDUCATION OF DEAF AND HARD OF HEARING CHILDREN ARE GIVEN IN THIS REPORT. NUMBER OF FILMS AND SELECTED TITLES AVAILABLE FROM EACH SOURCE ARE LISTED. (NY)

ED 010 929 EC 000 076
AN INVESTIGATION OF THE TERMINAL PUBLIC SCHOOL SPECIAL CLASS CURRICULUM AND ENVIRONMENT AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED YOUNG ADULTS. SECOND YEAR REPORT. BY- HARVEY, JASPER AND OTHERS ALABAMA UNIV., UNIVERSITY

PUB DATE AUG 63
EDRS PRICE MF-80.45 HC-810.80 270P.

DESCRIPTORS- #CURRICULUM DEVELOPMENT, #MENTALLY HANDICAPPED, #SPECIAL EDUCATION, #VOCATIONAL REHABILITATION, #WORK EXPERIENCE PROGRAMS, PROGRAM EVALUATION, SPECIAL CLASSES, STUDENT EVALUATION, TEACHER EVALUATION, UNIVERSITY, VOCATIONAL EDUCATION,

THIS REPORT DESCRIBES THE SECOND YEAR OF OPERATION OF A NATIONALLY FUNDED 3-YEAR RESEARCH AND DEMONSTRATION PROJECT ON THE SPECIAL EDUCATION AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED, YOUNG ADULTS. TWELVE DEMONSTRATION CLASSES WERE GRADUALLY ESTABLISHED IN AN ATTEMPT TO (1) DEMONSTRATE HOW COOPERATING AGENCIES MIGHT ASSIST IN AN ORGANIZED PROGRAM OF TERMINAL EDUCATION AND REHABILITATION, (2) DEVELOP APPROPRIATE CURRICULUMS FOR SUCH PROGRAMS, (3) DEVELOP USEFUL PROCEDURES FOR VOCATIONAL REHABILITATION COUNSELORS WITH SUCH CLIENTS, (4) IDENTIFY FACTORS CONTRIBUTORY TO SUCCESS OR FAILURE IN SELECTION, TRAINING OR PLACEMENT, AND (5) FOLLOW UP CLIENTS SYSTEMATICALLY TO EVALUATE PROGRAM SUCCESS. FROM

REPORTS DURING THE SECOND YEAR, SOME 13 TRENDS APPEARED. THESE ARE LISTED AND DISCUSSED IN DETAIL. FIVE WORK CONFERENCES OF THE PROJECT STAFF HELD DURING THE YEAR WERE EVALUATED. THE EVALUATIVE PROCEDURES BEING DEVELOPED FOR THE 12 INDIVIDUAL PROJECTS WERE EXAMINED. SAMPLE FORMS FOR ALL PHASES OF THE PROGRAM ARE INCLUDED. IN ADDITION, EVALUATIONS OF ALL PERSONNEL INVOLVED IN THE PROJECT ARE INCLUDED. (DF)

ED 010 930

EC 000 081

SLOW LEARNING CHILDREN IN OHIO SCHOOLS.

BY- ALLEN, AMY BAKER, VIRGINIA
OHIO STATE DEPARTMENT OF EDUCATION, COLUMBUS

PUB DATE 62

EDRS PRICE MF-\$0.18 HC-\$4.60 117P.

DESCRIPTORS- #ACADEMIC ACHIEVEMENT, #CURRICULUM DEVELOPMENT, #EDUCABLE MENTALLY HANDICAPPED, #PROGRAM PLANNING, #SPECIAL EDUCATION, ARITHMETIC, COLUMBUS, INSTRUCTIONAL PROGRAMS, INTERMEDIATE GRADES, JUNIOR HIGH SCHOOLS, LANGUAGE ARTS, LEARNING CHARACTERISTICS, OCCUPATIONAL TRAINING, RECREATIONAL ACTIVITIES, SCIENCES, SENIOR HIGH SCHOOLS, SOCIAL STUDIES, STATE PROGRAMS.

IN THIS BULLETIN SLOW LEARNING REFERS TO CHILDREN IN THE 50-75 IQ RANGE. ELIGIBILITY FOR SPECIAL CLASSES IS DISCUSSED, INCLUDING A DESCRIPTION OF THE TESTING PROGRAM AND AN EXPLANATION OF THE IQ CONCEPT. SAMPLES OF FORMS USED IN COMMUNICATION WITH PARENTS AND DISTRICT APPLICATIONS FOR SPECIAL CLASSES ARE INCLUDED. LEARNING CHARACTERISTICS OF SLOW LEARNING CHILDREN ARE BRIEFLY DESCRIBED. THIS BULLETIN, INTENDED FOR TEACHERS AND ADMINISTRATORS, OUTLINES AN INSTRUCTIONAL PROGRAM. AREAS OF INSTRUCTIONS INCLUDE LANGUAGE ARTS, ARITHMETIC, SOCIAL STUDIES, OCCUPATIONAL TRAINING, SCIENCE, AND RECREATIONAL ACTIVITIES. APPROPRIATE AMOUNTS OF TIME ARE SUGGESTED. EFFECTIVE TEACHING TECHNIQUES, RECOMMENDED EXPERIENCE ACTIVITIES WITHIN THE VARIOUS LEARNING AREAS, AND MEANINGFUL CONCEPTS THAT SHOULD BE DEVELOPED ARE AMONG THE SPECIFIC SUGGESTIONS MADE. A BIBLIOGRAPHY LISTS SEVERAL BULLETINS AND CURRICULUM GUIDES APPROPRIATE FOR TEACHERS AND ADMINISTRATORS AS WELL AS SEVERAL BASIC TEXTS AND RELEVANT PERIODICALS. APPENDICES OUTLINE ELIGIBILITY REQUIREMENTS FOR SPECIAL CLASS PLACEMENT AND REQUIREMENTS FOR CERTIFICATION OF TEACHERS OF SLOW LEARNING CHILDREN. (VO)

ED 010 931

FL 000 003

THE ROLE OF THE STATE FOREIGN LANGUAGE SUPERVISOR.

BY- HALLMAN, CLEMENS L.

PUB DATE 6 FEB 65

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- #STATE FOREIGN LANGUAGE SUPERVISORS, #STATE SUPERVISORS, #SUPERVISOR QUALIFICATIONS, #TEACHER SUPERVISION, ATLANTA, SUPERVISION, SUPERVISORY ACTIVITIES,

THE MODERN STATE FOREIGN LANGUAGE SUPERVISOR IS PRIMARILY A LEADER IN A COOPERATIVE ENTERPRISE INVOLVING ALL ASPECTS OF EDUCATION, AND IS JUDGED BY THE SERVICE GIVEN TO THE TOTAL SYSTEM. THE SUPERVISOR SHOULD HAVE A SOLID BACKGROUND IN LANGUAGES, INSTRUCTIONAL MATERIAL, AND TEACHING PHILOSOPHY AND TECHNIQUES, AND SHOULD UNDERSTAND AND BE ABLE TO ASSIST TEACHERS. THE SUPERVISOR'S ROLE IS BASICALLY TO (1) ASSIST LOCAL TEACHERS AND ADMINISTRATORS WITH THEIR

INSTRUCTIONAL ACTIVITIES, (2) COORDINATE THE STATEWIDE INSTRUCTIONAL EFFORT INTO A WELL-BALANCED, DYNAMIC PROGRAM, AND (3) SERVE IN A LIAISON CAPACITY WITH RELATED EDUCATIONAL DIVISIONS, VARIOUS STATE ORGANIZATIONS, AND NATIONAL AGENCIES. THIS SPEECH WAS PRESENTED AT THE SOUTHERN CONFERENCE ON LANGUAGE TEACHING (1ST, ATLANTA, FEBRUARY 4-6, 1965). (AS)

ED 010 932

FL 000 007

PROCEEDINGS OF THE CONFERENCE ON METHODS IN FOREIGN LANGUAGE EDUCATION.

BY- HALLMAN, CLEMENS L.

INDIANA UNIV., BLOOMINGTON, INDIANA LANGUAGE PROGRAM
INDIANA STATE DEPT. OF PUBLIC INSTR., INDIANAPOLIS

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- #LANGUAGE TEACHERS, #METHODS COURSES, #METHODS TEACHERS, #PROGRAM GUIDES, #TEACHER EDUCATION, BLOOMINGTON, BUTLER UNIVERSITY, CONFERENCES, INDIANAPOLIS, INSTRUCTIONAL MATERIALS, LANGUAGE SKILLS, PROFESSIONAL EDUCATION, QUESTIONNAIRES, TEACHER QUALIFICATIONS,

THIS STATEWIDE CONFERENCE, UNDER THE AUSPICES OF THE INDIANA STATE ADVISORY COMMITTEE FOR FOREIGN LANGUAGES, WAS CONCERNED WITH METHODS COURSES FOR PROSPECTIVE ELEMENTARY AND SECONDARY FOREIGN LANGUAGE TEACHERS. THE CONFERENCE MADE GENERAL RECOMMENDATIONS FOR PROFESSIONAL EDUCATION, BUT CONCENTRATED ON THE EXISTING WEAKNESSES OF METHODS COURSES. IT SUGGESTED METHODS AND TEACHER EDUCATION PROGRAM GUIDELINES ON TRAINING THE FUTURE TEACHER IN (1) USING INSTRUCTIONAL MATERIALS, INCLUDING LANGUAGE LABS AND NEW MEDIA, (2) DEVELOPING THE FOUR LANGUAGE SKILLS, (3) STUDYING TO COMPETENCY RELATED DISCIPLINES AND THE CULTURE, CIVILIZATION, AND LITERATURE OF THE FOREIGN LANGUAGE, AND (4) LEARNING LANGUAGE ANALYSIS. METHODS COURSES SHOULD INCLUDE PRACTICAL INFORMATION ABOUT CLASSROOM TECHNIQUES AND APPROACHES TO OR METHODS OF PRESENTATION, AND AN OPPORTUNITY NOT ONLY TO OBSERVE A VARIETY OF TEACHING SITUATIONS OF DIFFERING QUALITY AND LEVEL IN ELEMENTARY AND SECONDARY SCHOOLS BUT ALSO TO UNDERGO A WELL-SUPERVISED STUDENT TEACHING EXPERIENCE. AN APPENDIX TO THE PROCEEDINGS PRESENTS THE RESULTS OF A SURVEY OF METHODS COURSES IN INDIANA. THIS DOCUMENT IS ALSO AVAILABLE FROM THE INDIANA LANGUAGE PROGRAM, 101 LINDLEY HALL, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AS)

ED 010 933

FL 000 012

FINAL REPORT FOR THE SUMMER SESSION OF 1965 OF THE INSTITUTE FOR TEACHERS OF FOREIGN LANGUAGES AND INSTITUTE FOR TEACHERS OF CHILDREN OF PUERTO RICAN ORIGIN.

BY- CADOUX, REMUNDA

CITY UNIV. OF NEW YORK, HUNTER COLL.

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$1.44 36P.

DESCRIPTORS- #COLLEGE PROGRAMS, #LANGUAGE TEACHERS, #METHODS, #SUMMER PROGRAMS, #TEACHER IMPROVEMENT, ELEMENTARY SCHOOL TEACHERS, ENGLISH (SECOND LANGUAGE), FRENCH, NEW YORK CITY, PUERTO RICAN STUDENTS, SECONDARY SCHOOL TEACHERS, SPANISH,

THE INSTITUTE OFFERED TEACHERS THE OPPORTUNITY TO

IMPROVE THEIR LANGUAGE COMPETENCIES AND TEACHING SKILLS, AND TO EXAMINE, USE, AND EVALUATE NEW INSTRUCTIONAL MATERIALS. THE CURRICULUM INCLUDED COURSES IN METHODS, THEORY OF SECOND LANGUAGE LEARNING, AND CONTRASTIVE ANALYSIS. THERE WERE ALSO WORKSHOPS FOR ELEMENTARY AND SECONDARY TEACHERS OF FRENCH AND SPANISH. SPECIAL FEATURES OF THE INSTITUTE WERE A DIAGNOSTIC TESTING PROGRAM FOR THE INSTITUTE PARTICIPANTS, REMEDIAL PRACTICE IN THE LANGUAGE LABORATORY, DEMONSTRATION CLASSES TAUGHT AS A PART OF THE WORKSHOPS, OPPORTUNITIES TO PRACTICE TEACH, AND THE USE OF THE NEW YORK STATE KINESCOPE SERIES ON THE TEACHING OF FOREIGN LANGUAGES IN THE SECONDARY SCHOOLS. ADDENDA CONTAIN COURSE OUTLINES AND A DESCRIPTION OF THE KINESCOPE SERIES, "NEW APPROACHES TO THE TEACHING OF FOREIGN LANGUAGES IN THE SECONDARY SCHOOLS." (AM)

ED 010 934 FL 000 043
NEW YORK CITY FOREIGN LANGUAGE PROGRAMS FOR SECONDARY SCHOOLS, FRENCH, LEVELS 1-5.
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
REPORT NUMBER Curr-Bull-2A PUB DATE JAN 66
EDRS PRICE MF-80.27 HC-85.20 130P.

DESCRIPTORS- #CURRICULUM GUIDES, #FRENCH, #LANGUAGE GUIDES, #LANGUAGE LEARNING LEVELS, #SECONDARY SCHOOLS, ADVANCED PLACEMENT PROGRAM, ARTICULATION (PROGRAM), AUDIOLINGUAL METHODS, BROOKLYN, COURSE OBJECTIVES, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, LANGUAGE LABORATORY USE, LANGUAGE SKILLS, PATTERN DRILLS (LANGUAGE), TEACHING TECHNIQUES.

A PROGRAM OF CURRICULUM REVISION, BEGUN IN 1962, HAS RESULTED IN A CURRICULUM GUIDE WHICH DELINEATES THE AIMS, TECHNIQUES, CONTENT, AND SCOPE OF FRENCH INSTRUCTION AT EACH LEVEL OF A FIVE-LEVEL SEQUENCE IN THE SECONDARY SCHOOLS OF NEW YORK CITY. A MODIFIED AUDIOLINGUAL APPROACH IS STRESSED AND SPECIFIC TECHNIQUES ARE SUGGESTED FOR TEACHING LISTENING, SPEAKING, READING, AND WRITING SKILLS AND FOR PRESENTING CULTURE TOPICS. CHECKLISTS OF MINIMAL VOCABULARY ITEMS AND GRAMMATICAL STRUCTURES ARE GIVEN FOR EACH LEVEL. OTHER TOPICS EXPANDED ARE THE TAPE RECORDER, THE LANGUAGE LABORATORY, TESTING, AUDIOVISUAL AIDS, THE ADVANCED PLACEMENT PROGRAM, PROGRAMED INSTRUCTION, TEAM TEACHING, AND LANGUAGE TESTS. A BIBLIOGRAPHY OF GENERAL AND SPECIFIC REFERENCES FOR TEACHERS IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, PUBLICATIONS SALES OFFICE, 110 LIVINGSTON ST., BROOKLYN, NEW YORK 11201, FOR \$3.00. (AM)

ED 010 935 FL 000 044
CORRELATIONS OF RESULTS IN MATRICULATION GERMAN IN QUEENSLAND.
BY- DIEFENBACH, H. J. PUB DATE JUL 66
EDRS PRICE MF-80.09 HC-80.24 6P.

DESCRIPTORS- #COLLEGE ENTRANCE EXAMINATIONS, #GERMAN, #GRADING, #LANGUAGE TESTS, #TEST RESULTS, ACHIEVEMENT TESTS, AUSTRALIA, COLLEGE ADMISSION, COMPARATIVE EDUCATION, SCREENING TESTS, STATISTICAL DATA,

TO FIND THE CORRELATION BETWEEN FINAL RESULTS AND MARKS GAINED IN THE WRITTEN AND ORAL PARTS OF THE 1964 SENIOR

GERMAN EXAMINATION, THE RESULTS OF THE TESTS OF 674 CANDIDATES WERE EXAMINED. THIS EXAMINATION, HELD AFTER THE FOURTH YEAR OF SECONDARY SCHOOLING AND USED AS A BASIS FOR UNIVERSITY OF QUEENSLAND MATRICULATION, CONSISTED OF--(1) THE ORAL PART (PREPARED AND UNPREPARED READING, AND DICTATION) CARRIES 10 PERCENT, AND (2) THE WRITTEN PART (A 3-HOUR PAPER) CARRIES 90 PERCENT. THERE WAS A HIGH CORRELATION BETWEEN WRITTEN AND FINAL RESULTS IN THAT 95.25 PERCENT OF ALL CANDIDATES HAD THE SAME FINAL AS WRITTEN GRADE, BUT ONLY 54.3 PERCENT HAD THE SAME FINAL AS ORAL GRADE. OF THOSE WHO PASSED IN THE FINAL RESULT, 94.3 PERCENT ALSO PASSED THE ORAL, AND 56.6 PERCENT OF THOSE WHO FAILED IN THE FINAL ALSO FAILED THE ORAL. THE HIGHEST CORRELATION IS AT THE TWO EXTREMES-- OF THOSE WHO OBTAINED A FINAL "A," NONE FAILED THE ORAL, AND OF THOSE WHO FAILED THE ORAL, NONE GAINED A FINAL "A." OF THE FINAL "A" STUDENTS, 81.4 PERCENT GAINED AN "A" FOR THE DICTATION, BUT ONLY 57.2 PERCENT AN "A" FOR THE READING. OF THOSE WHO FAILED IN THE FINAL, ONLY 14.6 PERCENT FAILED THE READING, BUT 73.3 PERCENT FAILED THE DICTATION. DETAILED FIGURES ARE FOUND IN EIGHT APPENDICES. THIS ARTICLE IS PUBLISHED IN "BABEL," VOLUME 2, NUMBER 2, JULY 1966. (AUTHOR)

ED 010 936 FL 000 085
THE DESIGN OF OBJECTIVE DIAGNOSTIC AND ATTAINMENT TESTS OF A READING-WRITING COMMAND OF FRENCH.
BY- OSMAN, NEILE PUB DATE OCT 65
EDRS PRICE MF-80.09 HC-80.40 10P.

DESCRIPTORS- #FRENCH, #LANGUAGE TESTS, #OBJECTIVE TESTS, #READING COMPREHENSION, #WRITING SKILLS, ACHIEVEMENT TESTS, AUSTRALIA, DIAGNOSTIC TESTS (EDUCATION), GROUP TESTS, LANGUAGE SKILLS, SCORING, TEST CONSTRUCTION, TEST VALIDITY, TRANSLATION,

READING AND WRITING SKILLS CAN BE TESTED OBJECTIVELY WITHOUT USING TRADITIONAL TRANSLATION TESTS. WHEN READING FRENCH, STUDENTS NEED TO RECOGNIZE WORDS IN BOTH UNINFLECTED AND INFLECTED FORMS TO ATTACH MEANING TO WORDS IN CONTEXT, AND TO REACT TO THE MEANING IMPLICATIONS OF FRENCH SENTENCE STRUCTURE. WHEN WRITING FRENCH, THEY NEED TO PRODUCE APPROPRIATE WORDS IN BOTH UNINFLECTED AND INFLECTED FORMS AND TO USE FRENCH SENTENCE STRUCTURE APPROPRIATELY. OBJECTIVE TESTS DESIGNED TO MEASURE THESE SKILLS CAN BE USED EITHER AS DIAGNOSTIC TESTS TO POINT UP DEFICIENCIES REQUIRING FURTHER TEACHING, OR AS ATTAINMENT TESTS TO ASSESS THE STANDARD ACHIEVED AT CERTAIN MAIN POINTS OF THE COURSE. THESE TESTS REQUIRE CAREFUL CONSTRUCTION, BUT CAN BE SCORED EASILY AND OBJECTIVELY. SEVERAL EXAMPLES, SUGGESTIONS FOR SCORING, AND HINTS FOR CONSTRUCTION ARE GIVEN FOR OBJECTIVE GROUP TESTS OF WORD RECOGNITION, READING COMPREHENSION, WRITTEN COMMAND, AND WRITTEN SELF-EXPRESSION. THIS ARTICLE IS PUBLISHED IN "BABEL," VOLUME 1, NUMBER 3, OCTOBER 1965. (AM)

ED 010 937 FL 000 102
A SUGGESTED BIBLIOGRAPHY FOR FOREIGN LANGUAGE TEACHERS.
BY- MICHEL, JOSEPH PUB DATE 14 JUN 66
EDRS PRICE MF-80.09 HC-81.24 31P.

DESCRIPTORS- #BIBLIOGRAPHIES, #LANGUAGE INSTRUCTION, #LANGUAGE TEACHERS, #LANGUAGES, #TEACHER EDUCATION, CULTURE,

LANGUAGE RESEARCH, LEARNING THEORIES, LINGUISTICS, PHYSIOLOGY, PSYCHOLINGUISTICS, RESOURCE MATERIALS, TEACHING METHODS.

DESIGNED FOR FOREIGN LANGUAGE TEACHERS AND PERSONS PREPARING TO BECOME FOREIGN LANGUAGE TEACHERS, THIS BIBLIOGRAPHY OF WORKS PUBLISHED BETWEEN 1892 AND 1966 CONTAINS SECTIONS OF--(1) THE NATURE AND FUNCTION OF LANGUAGE, (2) LINGUISTICS, INCLUDING APPLIED LINGUISTICS FOR SPECIFIC LANGUAGES, (3) PSYCHOLOGY OF LANGUAGE, (4) PHYSIOLOGY OF SPEECH, (5) METHODOLOGY, AND (6) THE NATURE OF CULTURE AND LANGUAGE. COMPLETE BIBLIOGRAPHICAL DESCRIPTIONS AND LIBRARY ACCESSION NUMBERS ARE GIVEN FOR EACH ITEM, BUT THERE ARE NO ANNOTATIONS. BOOKS, ARTICLES, GOVERNMENT BULLETINS, REPORTS, INSTRUCTIONAL MATERIALS, PROFESSIONAL JOURNALS, BIBLIOGRAPHIES, AND CURRICULUM GUIDES ARE LISTED. (AII)

ED 010 938 FL 000 130
EAST EUROPEAN STUDIES--THE NDEA EXPERIENCE.
BY- LEGTERS, LYMAN H.
PUB DATE OCT 66
EDRS PRICE MF-\$0.09 HC-\$0.48 12P.

DESCRIPTORS- #AREA STUDIES, #COLLEGE LANGUAGE PROGRAMS, #FEDERAL PROGRAMS, #LANGUAGE INSTRUCTION, #MODERN LANGUAGES, GERMAN, GRADUATE STUDY, HUNGARIAN, NATIONAL DEFENSE EDUCATION ACT (NDEA), RUSSIAN, SLAVIC LANGUAGES, UNDERGRADUATE STUDY,

THE EXPERIENCE OF THE LANGUAGE AND AREA CENTERS PROGRAM UNDER TITLE VI, NATIONAL DEFENSE EDUCATION ACT, CLARIFIES CURRENT NATIONAL EFFORT TO STRENGTHEN UNIVERSITY WORK IN EASTERN EUROPE APART FROM RUSSIA. OVERSHADOWED FOR MANY YEARS BY RUSSIA, THE REMAINDER OF THE REGION IS COMING INTO ITS OWN AS A SUBJECT OF STUDY. THE LANGUAGES ARE INCREASINGLY AVAILABLE IN THE REGULAR CURRICULUM. DESPITE MODEST ENROLLMENTS, AND THE OTHER DISCIPLINES HAVE SHIFTED TO MORE COMPLETE COVERAGE OF THE REGION. FEDERAL SUPPORT HAS BEEN PROVIDED UNDER NDEA IN TWO COMPLEMENTARY WAYS--EXISTING PROGRAMS HAVE BEEN ASSISTED TO EXPAND BEYOND RUSSIAN AND COVER ALL OF EASTERN EUROPE, AND NEW PROGRAMS HAVE BEEN ESTABLISHED WITH A NON-RUSSIAN FOCUS IN THE FIRST INSTANCE. CONTINUATION OF SUCH SUPPORT IS NEEDED TO ASSURE THAT THIS RELATIVELY NEW DEVELOPMENT WILL REACH FRUITION AND OVERCOME YEARS OF EDUCATIONAL NEGLECT OF EASTERN EUROPE. THIS ARTICLE IS PUBLISHED IN THE "AMERICAN COUNCIL OF LEARNED SOCIETIES NEWSLETTER," VOLUME 17, NUMBER 6, OCTOBER 1966. (AUTHOR)

ED 010 939 FL 000 205
SELECTIVE CRITICAL BIBLIOGRAPHY OF INTEREST TO STUDENTS OF FRENCH AND SPANISH
EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- #BIBLIOGRAPHIES, #FRENCH, #RESOURCE MATERIALS, #SCHOLARLY JOURNALS, #SPANISH, CULTURE, LANGUAGE INSTRUCTION, LINGUISTICS, LITERATURE, TEACHER EDUCATION, UNIVERSITY OF OKLAHOMA,

NINETY-TWO WIDELY USED SCHOLARLY JOURNALS OF IMPORTANCE TO STUDENTS AND TEACHERS OF THE MODERN LANGUAGES ARE EXAMINED, EVALUATED, AND CRITICIZED IN THIS BIBLIOGRAPHY WHICH SEPARATES THE JOURNALS IN FIVE SECTIONS--(1) GENERAL,

(2) MODERN LANGUAGES AND LITERATURES, (3) ROMANCE LANGUAGES AND LITERATURES, (4) FRENCH, AND (5) SPANISH. EACH PERIODICAL LISTED HAS A GENERAL DESCRIPTION OF ITS CONTENTS, THE RANGE OF ITS SUBJECT MATTER, THE LANGUAGES IT USES, AND THE PERIODS OF TIME IT COVERS. SPECIAL ATTENTION IS CALLED TO SOURCE MATERIALS, SPECIAL LISTS OF BOOKS AND ARTICLES, AND BOOK REVIEWS. FOR EACH JOURNAL THE FOLLOWING INFORMATION IS GIVEN--(1) NAME, CALL NUMBER, AND ABBREVIATED TITLE, (2) DATE OF INITIAL PUBLICATION, (3) PLACE OF PUBLICATION, (4) FREQUENCY OF ISSUE, (5) EDITOR'S NAME, AND (6) HOLDINGS IN THE UNIVERSITY OF OKLAHOMA LIBRARIES. (AUTHOR)

ED 010 940 FL 000 272
LINGUISTIC PREPARATION OF TEACHERS.
BY- MERRIMAN, DERALD
PUB DATE OCT 66
EDRS PRICE MF-\$0.09 HC-\$0.16 4P.

DESCRIPTORS- #LANGUAGE TEACHERS, #LINGUISTICS, #TEACHER EDUCATION CURRICULUM, #TEACHER QUALIFICATIONS,

FOREIGN LANGUAGE TEACHERS SHOULD HAVE TRAINING IN AUDIOLINGUAL COMPETENCIES, LINGUISTICS, COMPOSITION, CONVERSATION, CIVILIZATION, AND CULTURE. ONLY THOSE WHO TEACH ADVANCED COURSES NEED A STRONG BACKGROUND IN LITERATURE AND STYLE, BUT TEACHERS AT ALL LEVELS, AND ESPECIALLY THOSE WHO INSTRUCT ELEMENTARY SCHOOL PUPILS, NEED TRAINING IN ARTICULATORY PHONETICS, PHONEMICS, MORPHEMICS, AND SYNTAX. AN UNDERSTANDING OF LINGUISTIC PRINCIPLES WILL ENABLE TEACHERS TO HANDLE LEARNING PROBLEMS CAUSED BY THE INTERFERENCE OF THE NATIVE LANGUAGE. BECAUSE MANY TEACHERS WHO HAVE HAD SEVERAL LITERATURE COURSES CLAIM THAT THESE HAVE NOT PROVIDED THEM WITH THE PRACTICAL SKILLS THEY NEED IN TEACHING, MORE TRAINING IN TEACHING THESE BASIC SKILLS IS NEEDED IN UNIVERSITIES AND WORKSHOPS. THIS ARTICLE IS PUBLISHED IN THE "ILLINOIS JOURNAL OF EDUCATION," VOLUME 57, NUMBER 6, OCTOBER 1966. (AS)

ED 010 941 FL 000 204
QUESTIONNAIRE FOR THE SCHOOL DISTRICT ON ARTICULATION IN THE FOREIGN LANGUAGE PROGRAM, ELEMENTARY SCHOOL TO GRADUATE SCHOOL.
BY- RUFF, THEODORE H.
MILLERSVILLE STATE COLL., PA.
PENNSYLVANIA STATE DEPT. OF PUB. INSTR., HARRISBURG
EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- #ARTICULATION (PROGRAM), #LANGUAGE INSTRUCTION, #LANGUAGE PROGRAMS, #LANGUAGES, #QUESTIONNAIRES, COLLEGE LANGUAGE PROGRAMS, COLLEGE PLACEMENT, FLES PROGRAMS, GRADUATE STUDY, HARRISBURG, LANGUAGE LEARNING LEVELS, MILLERSVILLE, PROGRAM COORDINATION, SECONDARY SCHOOLS, SURVEYS, UNDERGRADUATE STUDY,

DESIGNED TO OBTAIN INFORMATION ON ARTICULATION OF LANGUAGE PROGRAMS IN THE UNITED STATES; ONE OF THESE QUESTIONNAIRES DEALS WITH FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS, THE OTHER WITH LANGUAGE STUDY AT THE UNDERGRADUATE AND GRADUATE LEVELS IN COLLEGES AND UNIVERSITIES. SUBJECTS COVERED ARE--(1) SEQUENCE LENGTH, (2) COURSE CONTENT, (3) SELECTION OF STUDENTS, (4) COORDINATION OF INSTRUCTION, (5) COLLEGE

ADMISSION REQUIREMENTS, (6) COLLEGE PLACEMENT, (7) TESTS, (8) TEACHING METHODS, (9) STUDENTS' CAREER PLANS, (10) TEACHING FELLOWSHIPS, (11) SUPERVISION OF COLLEGE TEACHERS, AND (12) PH.D. LANGUAGE EXAMINATIONS. (AM)

ED 010 942

FL 000 303

IMPROVING MULTIPLE-CHOICE GRAMMAR TESTS IN GERMAN.
BY- VALETTE, REBECCA M.

EDRS PRICE MF-30.09 HC-30.36 8P.

PUB DATE JAN 67

DESCRIPTORS- #GERMAN, #LANGUAGE TESTS, #MULTIPLE CHOICE TESTS, #TEST CONSTRUCTION, #TEST VALIDITY, COLLEGE STUDENTS, GRAMMAR, PERFORMANCE FACTORS, TEST INTERPRETATION, TEST PROBLEMS.

AN ANALYSIS OF THE PERFORMANCE OF FIRST-SEMESTER COLLEGE STUDENTS ON A MULTIPLE-CHOICE TEST OF PROFICIENCY IN GERMAN GRAMMAR REVEALED A CURIOUS PATTERN. LOW SCORING STUDENTS TRIED TO ESTABLISH A CORRELATION BETWEEN THE DETERMINER AND THE WORD PRECEDING IT, APPARENTLY BY MATCHING SIMILAR OR PARALLEL FINAL VOWELS OR CONSONANTS WITH INFLECTED ENDINGS (FOR EXAMPLE, "NEBEN DEN" OR "UEBER EINER"). TESTS SHOULD BE IMPROVED, CONSEQUENTLY, BY REVISING ALL ITEMS IN WHICH POOR STUDENT MIGHT COME UPON THE CORRECT RESPONSE BY FOLLOWING SUCH AN ERRONEOUS SYSTEM. THIS ARTICLE IS A REPRINT FROM "THE GERMAN QUARTERLY" VOLUME 40, NUMBER 1, JANUARY 1967. (AS)

ED 010 943

FL 000 314

HUMANITIES IN A JUNIOR HIGH SCHOOL.
BY- KNIGHT, BONNIE H.

EDRS PRICE MF-30.09 HC-30.24 8P.

PUB DATE MAR 66

DESCRIPTORS- #GIFTED, #GREEK CIVILIZATION, #HUMANITIES INSTRUCTION, #JUNIOR HIGH SCHOOLS, #LATIN, CULTURAL AWARENESS, CURRICULUM ENRICHMENT, ENGLISH, HEBREW, INSTRUCTIONAL MATERIALS, LITERATURE, SANTA CRUZ,

A HUMANITIES COURSE HAS BEEN DEVELOPED FOR ACADEMICALLY ABLE SEVENTH-GRADE STUDENTS IN BRANCIFORTE JUNIOR HIGH SCHOOL IN SANTA CRUZ, CALIFORNIA. IN A TWO-PERIOD DAILY TIME BLOCK, STUDENTS LEARN ENGLISH, LITERATURE, AND LATIN, AND INVESTIGATE TOPICS IN ARCHEOLOGY, CULTURAL ANTHROPOLOGY, LINGUISTICS, PSYCHOLOGY, PHILOSOPHY, GREEK LITERATURE AND CULTURE, HEBREW LITERATURE AND CULTURE, AND FINE ARTS. THEY READ EXTENSIVELY, WRITE PROSE AND POETRY, AND EDIT AND PRODUCE CLASSICAL DRAMAS. UNIFYING THEMES FOR THE COURSE ARE THE HEROES AND HEROINES OF LITERATURE AND THE ETHICAL CONCEPTS OF DIFFERENT CULTURES. THE RESOURCES OF THE COMMUNITY, THE SCHOOL LIBRARY, AND OTHER COURSES IN THE SCHOOL CURRICULUM ARE USED IN DEVELOPING CLASS PROJECTS. AFTER COMPLETING THE PROGRAM, STUDENTS WILL HAVE INVESTIGATED ELEMENTS OF THREE CULTURES BASIC TO THEIR OWN--GREEK, LATIN, AND HEBREW--AND WILL HAVE HAD MANY ENRICHING EXPERIENCES IN LANGUAGES AND CLASSICAL LITERATURE. THIS ARTICLE IS PUBLISHED IN THE "FOREIGN LANGUAGE NEWSLETTER," MARCH 1966. (AM)

ED 010 944

FL 000 327

BIBLIOGRAPHY OF MATERIAL FOR USE IN SPANISH CLASSES, REVISED EDITION, 1965.

KANSAS STATE TEACHERS COLLEGE, EMPORIA

EDRS PRICE MF-30.08 HC-30.48 12P.

DESCRIPTORS- #BIBLIOGRAPHIES, #READING MATERIALS, #SECONDARY SCHOOLS, #SPANISH, #TEXTBOOKS, ANTHOLOGIES, DICTIONARIES, EMPORIA, FOREIGN CULTURE, LITERATURE, RESOURCE MATERIALS, TEACHING METHODS,

SELECTED WORKS PUBLISHED BETWEEN 1911 AND 1965 ARE INCLUDED IN THIS BIBLIOGRAPHY FOR SECONDARY SCHOOL SPANISH TEACHERS. THERE ARE BRIEF SECTIONS FOR (1) DICTIONARIES, (2) ANTHOLOGIES AND HISTORIES OF CIVILIZATION AND LITERATURE, AND (3) BOOKS AND JOURNALS ON METHODOLOGY. THE MAJOR SECTION IS DEVOTED TO READING TEXTS OF LATIN AMERICAN AND SPANISH AUTHORS APPROPRIATE FOR THE FIRST THROUGH THE FOURTH YEAR OF A HIGH SCHOOL SPANISH SEQUENCE. EACH ITEM IS ANNOTATED FOR CONTENT AND FOR THE LEVEL FOR WHICH IT IS SUITED. ONLY TEXTS WITH END VOCABULARIES ARE LISTED. THE OTHER TYPES OF MATERIALS INCLUDED ARE GRADED READERS, NOVELS, SHORT STORIES, AND PLAYS. A LIST OF NAMES AND ADDRESSES OF PUBLISHERS OF FOREIGN LANGUAGE TEXTS ALSO IS GIVEN. (AM)

ED 010 945

FL 000 328

BIBLIOGRAPHY OF MATERIAL FOR USE IN FRENCH CLASSES, REVISED EDITION, 1965.
KANSAS STATE TEACHERS COLLEGE, EMPORIA

PUB DATE 65

EDRS PRICE MF-30.09 HC-30.48 12P.

DESCRIPTORS- #BIBLIOGRAPHIES, #FRENCH, #READING MATERIALS, #SECONDARY SCHOOLS, #TEXTBOOKS, ANTHOLOGIES, DICTIONARIES, EMPORIA, FOREIGN CULTURE, LITERATURE, RESOURCE MATERIALS, SERVICE BUREAU FOR MODERN LANGUAGE TEACHERS, TEACHING METHODS,

SELECTED WORKS PUBLISHED BETWEEN 1923 AND 1965 ARE INCLUDED IN THIS BIBLIOGRAPHY FOR SECONDARY SCHOOL FRENCH TEACHERS. THERE ARE BRIEF SECTIONS FOR (1) DICTIONARIES, (2) ANTHOLOGIES AND HISTORIES OF CIVILIZATION AND LITERATURE, AND (3) BOOKS AND JOURNALS ON METHODOLOGY. THE MAJOR SECTION IS DEVOTED TO READING TEXTS APPROPRIATE FOR THE FIRST THROUGH THE FOURTH YEAR OF A HIGH SCHOOL FRENCH SEQUENCE. EACH ITEM IS ANNOTATED FOR CONTENT AND FOR THE LEVEL FOR WHICH IT IS SUITED. ONLY TEXTS WITH END VOCABULARIES ARE LISTED. THE OTHER TYPES OF MATERIALS INCLUDED ARE GRADED READERS, NOVELS, SHORT STORIES, AND PLAYS. A LIST OF NAMES AND ADDRESSES OF PUBLISHERS OF FOREIGN LANGUAGE TEXTS ALSO IS GIVEN. (AM)

ED 010 946

JC 680 001

A CONSIDERATION OF ISSUES AFFECTING CALIFORNIA PUBLIC JUNIOR COLLEGES.

CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

REPORT NUMBER CCHE-1018

PUB DATE APR 65

EDRS PRICE MF-30.18 HC-33.00 75P.

DESCRIPTORS- #EDUCATIONAL FINANCE, #JUNIOR COLLEGES, #PERSONNEL, COLLEGE ADMINISTRATION, COLLEGE ADMISSION, CURRICULUM, ENROLLMENT PROJECTIONS, FACULTY, FINANCIAL SUPPORT, SAN FRANCISCO, SCHOOL DISTRICTS, SCHOOL REDISTRICTING, STATE AID, STUDENTS,

IMPORTANT PROBLEMS EXIST IN RESPECT TO OBJECTIVES, DISTRICTING AND GOVERNANCE, FINANCIAL SUPPORT, STUDENTS AND

STAFF OF PUBLIC JUNIOR COLLEGES. CONTINUATION OF THE "OPEN DOOR" POLICY, WITH PROVISION FOR A WIDE RANGE OF STUDENT ABILITIES AND GOALS, IS URGED. ALL TERRITORY IN THE STATE SHOULD BE INCLUDED IN JUNIOR COLLEGE DISTRICTS. JUNIOR COLLEGE ADMINISTRATION AND ORGANIZATION SHOULD BE SEPARATED FROM THE PUBLIC SCHOOLS WITHOUT REDUCING ARTICULATION WITH THEM. PENDING A STUDY OF GOVERNANCE AT THE STATE LEVEL, THE PRESENT STATE DEPARTMENT OF EDUCATION SHOULD REORGANIZE TO PROVIDE ADEQUATE JUNIOR COLLEGE LEADERSHIP AND SERVICE. ADMISSION, PROBATION, AND RETENTION STANDARDS NEED STUDY. FINANCIAL SUPPORT FROM THE STATE SHOULD BE INCREASED, BOTH IN EQUALIZATION AND BASIC AID, AND THE VARIATION IN SUPPORT FOR ATTENDANCE OF MINORS AND ADULTS SHOULD BE ELIMINATED. A STATE BOARD FOR JUNIOR COLLEGES IS CONSIDERED AND MODELS ARE OUTLINED. DETAILS OF EACH OF THE PROBLEMS AND RECOMMENDATIONS ARE PRESENTED, AND REFERENCES AND EXTRACTS FROM PERTINENT DOCUMENTS AND LEGISLATION, AND TABLES AND FORMULAS ARE INCLUDED. (WO)

ED 010 947

JC 660 014

A STUDY OF COMMUNITY COLLEGE POSSIBILITIES IN PIMA COUNTY, ARIZONA.

PUB DATE JUN 66

EDRS PRICE MF-\$0.36 HC-\$10.36 25PF.

DESCRIPTORS- *COLLEGE PLANNING, *EDUCATIONAL PLANNING, *FEASIBILITY STUDIES, *JUNIOR COLLEGES, ARIZONA, COMMUNITY STUDY, EDUCATIONAL FINANCE, ENROLLMENT PROJECTION, PIMA COUNTY, SCHOOL LOCATION.

THE POPULATION GROWTH (1950-60) OF PIMA COUNTY HAS BEEN GREAT, AND TUCSON HAS LED THE NATION WITH A 36.8 PERCENT INCREASE. SERVICE INDUSTRIES, THE GOVERNMENT, AND MINING PROVIDE THE MAJORITY OF JOBS. THE UNIVERSITY OF ARIZONA AND 16 PRIVATE VOCATIONAL SCHOOLS ARE LOCATED IN TUCSON. RESULTS OF A SURVEY OF BUSINESSES IN THE AREA INDICATE THAT 65 PERCENT OF THE JOB CLASSIFICATIONS COULD BENEFIT FROM EDUCATION BEYOND HIGH SCHOOL BUT NOT NECESSARILY A COLLEGE DEGREE. NINETY-TWO PERCENT OF HIGH SCHOOL SENIORS INDICATE THAT THEY INTEND TO HAVE SOME EDUCATION BEYOND HIGH SCHOOL, 61 PERCENT PLAN TO ATTEND THE UNIVERSITY OF ARIZONA, 9 PERCENT ARIZONA JUNIOR COLLEGES, 9 PERCENT OTHER INSTITUTIONS WITHIN THE STATE, AND THE REST INTEND TO GO OUT OF STATE. COUNSELING WOULD BE A MAJOR PART OF THE PROGRAM AS 62 PERCENT OF THE SENIORS FELT THEIR HIGH SCHOOL GAVE THEM LITTLE OR NO VOCATIONAL HELP. BY 1970, THE COLLEGE EXPECTS MORE THAN 3,000 STUDENTS AND IN EXCESS OF 5,000 BY 1975. ANOTHER FACTOR PRESENTED TO RECOMMEND THE BUILDING OF A JUNIOR COLLEGE IN THIS AREA IS THAT PIMA COUNTY PAYS MORE OUT-OF-STATE TUITION TO EXISTING COMMUNITY COLLEGES THAN ANY OTHER COUNTY. (HS)

ED 010 948

JC 660 027

AN EDUCATIONAL PROGRAM FOR A JUNIOR COLLEGE LOCATED IN SOUTH CENTRAL LOS ANGELES.

BY- MORTON, ROBERT E.

PUB DATE 1 FEB 66

EDRS PRICE MF-\$0.18 HC-\$2.44 61P.

DESCRIPTORS- *DEPRESSED AREAS (GEOGRAPHIC), *EDUCATIONAL DISADVANTAGE, *ENROLLMENT PROJECTIONS, *JUNIOR COLLEGES, COLLEGE PLANNING, COMMUNITY STUDY, CURRICULUM PLANNING, DE FACTO SEGREGATION, DEVELOPMENTAL PROGRAMS, DISADVANTAGED

YOUTH, EDUCATIONAL FACILITIES, EDUCATIONAL PROGRAMS, LOS ANGELES, STUDENT CHARACTERISTICS, URBAN EDUCATION.

THE SOUTH-CENTRAL SECTION OF LOS ANGELES PRESENTS A UNIQUE JUNIOR COLLEGE SITUATION, ENCOMPASSING THE POOREST SECTION OF THE COUNTY, WITH INADEQUATE PUBLIC TRANSPORTATION, AND WORLDWIDE RECOGNITION FROM THE 1965 "WATTS RIOTS." EMPLOYMENT IS largely IN MANUFACTURING AND TRADE, ALTHOUGH MANY OF THE RESIDENTS WORK IN SERVICE FIELDS. MANY TRAVEL GREAT DISTANCES TO WORK. A SURVEY OF 12TH-GRADE STUDENTS INDICATES THAT A MAJORITY INTEND TO GO TO A TRADE SCHOOL OR A JUNIOR COLLEGE. VERY FEW APPEAR TO BE INTERESTED IN SCIENTIFIC FIELDS. STATED VOCATIONAL GOALS INDICATE A GREAT NEED FOR VOCATIONAL COUNSELING. IT IS HOPE THAT THE COUNSELING RATIO WILL BE 250 TO 1. APTITUDE TESTS GIVEN AT THE POTENTIAL FEEDER HIGH SCHOOLS INDICATE THAT APPROXIMATELY 39 PERCENT OF THE INCOMING STUDENTS WOULD BE ON A PROBATIONARY STATUS AND IN NEED OF SPECIAL REMEDIAL PROGRAMS. IN ORDER TO ALLEVIATE THE PROBLEM OF DE FACTO SEGREGATION, IT IS SUGGESTED THAT THIS COLLEGE MIGHT OFFER COURSES NOT GIVEN AT OTHER COLLEGES, AND THUS DRAW STUDENTS FROM OTHER AREAS. THE COLLEGE SHOULD SERVE THE COMMUNITY IN PROVIDING MEETING PLACES, ATHLETIC FACILITIES, AND AN ADULT EVENING SCHOOL. (HS)

ED 010 949

JC 660 028

A FEASIBILITY STUDY IN EFFICIENT INSTRUCTIONAL USE OF DIGITAL COMPUTERS.

BY- HOWELL, JOHN M.

LOS ANGELES CITY SCHOOLS, CALIF.

REPORT NUMBER LACS-690

PUB DATE APR 64

EDRS PRICE MF-\$0.18 HC-\$3.36 84P.

DESCRIPTORS- *COMPUTERS, *CURRICULUM DEVELOPMENT, *DATA PROCESSING, *FEASIBILITY STUDIES, *JUNIOR COLLEGES, COMPUTER BASED LABORATORIES, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, LOS ANGELES, PROGRAM COSTS.

THROUGH A REVIEW OF LITERATURE, STUDIES OF EMPLOYMENT OPPORTUNITIES, AND VISITS TO JUNIOR COLLEGES IN WASHINGTON AND CALIFORNIA, GUIDELINES WERE DEVELOPED FOR DATA PROCESSING PROGRAMS IN THE LOS ANGELES JUNIOR COLLEGES. ACCORDING TO ONE STUDY, IN BUSINESS APPLICATIONS, 70 PERCENT OF THE EMPLOYEES HAD A.A. DEGREES OR LESS. IN SCIENTIFIC APPLICATIONS, 13 PERCENT HAD SIMILAR TRAINING. ANNUALLY, APPROXIMATELY 4,000 JOB OPENINGS ARE AVAILABLE IN LOS ANGELES FOR DATA PROCESSING GRADUATES. EIGHTY-EIGHT PERCENT OF THE RESPONDENTS TO A SURVEY WERE WILLING TO EMPLOY GRADUATES OF JUNIOR COLLEGE DATA PROCESSING PROGRAMS. SPECIALIZED PROGRAMS ARE NEEDED FOR BUSINESS AND SCIENTIFIC APPLICATIONS, AND FOR COMPUTER TECHNOLOGY SERVICES, WITH PROGRAMS FOR SPECIAL NEED OF TRANSFER STUDENTS. EACH LOS ANGELES JUNIOR COLLEGE SHOULD HAVE A DATA PROCESSING CENTER WITH A LIBRARY WORK CENTER. LABORATORY HOURS SHOULD BE INCREASED IN ALL PHASES OF THE PROGRAM. MOST EFFECTIVE TEACHING IS DONE BY PROFESSIONAL TEACHERS WITH SPECIALIZED DATA PROCESSING BACKGROUND. CURRICULUM PROPOSALS, FACILITY LAYOUTS, AND A BIBLIOGRAPHY ARE INCLUDED. (WO)

ED 010 950

JC 660 071

A FEASIBILITY STUDY AND PROPOSED PROGRAMS ON APPLIANCE SERVICE TECHNOLOGY.

BY- SCHAUER, CLARENCE H.

LAKE MICHIGAN COLL., BENTON HARBOR

PUB DATE JUN 65

EDRS PRICE MF-80.18 HC-85.28 82P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *FEASIBILITY STUDIES, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, BENTON HARBOR, INDUSTRIAL EDUCATION, QUESTIONNAIRES.

RESPONSES FROM 60 PERCENT OF 190 APPLIANCE DISTRIBUTORS, RETAILERS, AND SERVICE ORGANIZATIONS SURVEYED BY QUESTIONNAIRE SHOWED THAT THERE WAS A NEED FOR TRAINED TECHNICAL PERSONNEL WHO SHOULD HAVE SPECIAL SKILLS AND TRAINING AT THE POST-HIGH SCHOOL LEVEL. NEED FOR PRE-EMPLOYMENT AND POST-ENTRY TRAINING PROGRAMS WAS INDICATED. ORGANIZATIONS INDICATED WILLINGNESS TO SUPPORT SUCH A PROGRAM THROUGH CONSULTANT SERVICE, MONETARY GRANTS, RECRUITMENT OF STUDENTS, AND INSTRUCTIONAL AIDS. CURRICULUM GUIDES WERE INCLUDED FOR TECHNICAL ASPECTS OF THE PROGRAM AND IN RELATED FIELDS. (HO)

ED 010 951

JC 660 075

REGENTS' STUDY ON COMMUNITY JUNIOR COLLEGES IN GEORGIA, SUMMARY AND RECOMMENDATIONS.

BY- DOWNS, HARRY S.

UNIVERSITY SYSTEM OF GEORGIA, ATLANTA

PUB DATE JUN 65

EDRS PRICE MF-80.09 HC-81.68 42P.

DESCRIPTORS- *COLLEGE PLANNING, *EDUCATIONAL PLANNING, *JUNIOR COLLEGES, *POPULATION TRENDS, ATLANTA, EDUCATIONAL NEEDS, ENROLLMENT PROJECTIONS, FEASIBILITY STUDIES, STATISTICAL SURVEYS,

STUDY OF POPULATION TRENDS, PROJECTIONS OF HIGH SCHOOL GRADUATES AND COLLEGE ENROLLMENTS, AND LOCATION OF EXISTING FACILITIES INDICATE A HIGH PRIORITY NEED FOR JUNIOR COLLEGE EDUCATION IN THE BIBB-HOUSTON COUNTY AREA, THE WEST METROPOLITAN ATLANTA AREA, AND THE SOUTH METROPOLITAN ATLANTA AREA. AREAS OF POTENTIAL THOUGH NOT CURRENTLY OF HIGH PRIORITY ARE THE FLOYD, SPAULDING, AND THOMAS COUNTY AREAS. CONSIDERATION OF ESTABLISHING JUNIOR COLLEGES IN OTHER AREAS OF THE STATE IS NOT PRESENTLY RECOMMENDED. STATISTICAL DATA ARE PRESENTED IN SUPPORT OF THE RECOMMENDATIONS. (HO)

ED 010 952

JC 660 085

EVALUATION OF ABLE HIGH SCHOOL SENIORS PROGRAM, COLLEGE OF SAN MATEO, SUMMER 1963.

SAN MATEO COLL.CALIF.

CI

PUB DATE DEC 63

EDRS PRICE MF-80.09 HC-81.12 26P.

DESCRIPTORS- *ADVANCED PLACEMENT, *ADVANCED STUDENTS, *COLLEGE HIGH SCHOOL COOPERATION, *HIGH SCHOOL STUDENTS, *JUNIOR COLLEGES, ACADEMIC PERFORMANCE, ACCELERATION, ARTICULATION (SPEECH), COLLEGE PREPARATION, PROGRAM EVALUATION, QUESTIONNAIRES, SAN MATEO, STUDENT CHARACTERISTICS,

THE OBJECTIVE OF THIS STUDY WAS TO EVALUATE THE EFFECTIVENESS OF AN EXPERIMENTAL PROGRAM FOR ACADEMICALLY ABLE HIGH SCHOOL STUDENTS ENROLLED IN THE COLLEGE DURING THE SUMMER SESSION BETWEEN THEIR JUNIOR AND SENIOR YEARS. A

QUESTIONNAIRE GIVEN TO 40 STUDENTS SHOWED A VERY FAVORABLE REACTION TO THE PROGRAM. STUDENTS FOUND IT BENEFICIAL IN ORIENTATION TO COLLEGE, IN GAINING TIME BY TAKING COLLEGE COURSES EARLY, AND IN INCREASING RESPONSIBILITY AND CHALLENGE. THE FACULTY RESPONDED FAVORABLY TO A QUESTIONNAIRE AND INDICATED THAT THESE ABLE HIGH SCHOOL STUDENTS COMPETED EFFECTIVELY IN COLLEGE FRESHMAN CLASSES, WITH 95 PERCENT RECEIVING GRADES OF "C" OR BETTER. BOTH STUDENTS AND FACULTY AGREED THAT THE PROGRAM SHOULD BE CONTINUED AND EXPANDED. SAMPLE QUESTIONNAIRES WERE INCLUDED. (DE)

ED 010 953

JC 660 135

ESSEX COUNTY COLLEGE COST FACT-FINDING COMMITTEE. FINAL REPORT.

BY- DAVIS, C. MALCOLM AND OTHERS
ESSEX COUNTY BOARD OF FREEHOLDERS, NEWARK, N.J.

PUB DATE 1 APR 66

EDRS PRICE MF-80.27 HC-85.08 127P.

DESCRIPTORS- *COLLEGE BUILDINGS, *COLLEGE PLANNING, *CONSTRUCTION COSTS, *FACILITIES, *JUNIOR COLLEGES, COMMUNITY STUDY, ENROLLMENT PROJECTIONS, ESTIMATED COSTS, FEASIBILITY STUDIES, NEWARK, QUESTIONNAIRES, SCHOOL LOCATION,

THE COST OF DEVELOPING A COMMUNITY COLLEGE IN ESSEX COUNTY, NEW JERSEY, INCLUDING ACQUISITION OF SITE AND CONSTRUCTION, IS APPROXIMATELY \$5,000 PER FULL-TIME DAY STUDENT. TENTATIVE ENROLLMENT PROJECTIONS INDICATE 700 STUDENTS WHEN THE SCHOOL OPENS, SEPTEMBER 1967, AND A LEVELING OFF AT 4,000 BY 1973. THE EVENING DIVISION PART-TIME ENROLLMENT MAY DOUBLE THE DAY-TIME FIGURES. TO OPERATE THE COLLEGE WILL COST \$1,500 PER YEAR FOR FULL-TIME STUDENT ENROLLED. THIS REPORT ALSO CONTAINS INFORMATION ON ALLOCATION OF CLASSROOM AND LABORATORY SPACE, BUILDING PHASES, A SITE ANALYSIS, RESULTS OF A PARENTS' QUESTIONNAIRE, AND COMMUTING SURVEY. SIXTY-FOUR PERCENT OF THE POTENTIAL STUDENTS INDICATE THAT THEY WILL ENTER THE TRANSFER PROGRAM. IT IS RECOMMENDED THAT TUITION NOT EXCEED \$300 PER YEAR. (HS)

ED 010 954

JC 660 221

"PROBATION AT ENTRANCE"--A STUDY.

BY- LUKE, ORRAL S.
BAKERSFIELD COLL., CALIF.

PUB DATE JUN 66

EDRS PRICE MF-80.09 HC-80.56 14P.

DESCRIPTORS- *GROUPING (INSTRUCTIONAL PURPOSES), *JUNIOR COLLEGES, *LOW ACHIEVERS, *SCHOLASTIC PROBATION, ABILITY STUDENTS, ACADEMIC ABILITY, BAKERSFIELD, STUDENT CHARACTERISTICS,

PERSISTENCY AND SUCCESS OF 200 FALL, 1962, "PROBATION AT ENTRANCE" STUDENTS (WITH LESS THAN 2.0 GRADE POINT AVERAGE) WAS STUDIED. PERCENTAGE OF MEN AND WOMEN FROM VARIOUS HIGH SCHOOLS, MEDIAN ENTRANCE TEST SCORES, MAJOR FIELDS CHOSEN, AND EXTRACURRICULAR ACTIVITIES WERE ENUMERATED. THE MAJORITY OF STUDENTS CHOSE GOALS WITHIN THEIR ABILITY LEVELS, INDICATING SUCCESSFUL COUNSELING AND PROGRAMMING. THOSE WHO GRADUATED FROM HIGH SCHOOL WITH A GPA BETWEEN 1.7 AND 1.9 AVERAGED A GPA BETWEEN 1.5 AND 1.9 DURING THEIR FIRST COLLEGE SEMESTER. OVER 25 PERCENT AVERAGED 2.0 OR BETTER. THE AVERAGE "PROBATION AT ENTRANCE" STUDENT ATTEMPTED 12 UNITS AND

COMPLETED ABOUT 10 IN THE FIRST SEMESTER. ABOUT 50 PERCENT WERE REMOVED FROM THE PROBATION LIST AT THE END OF ONE SEMESTER, WHILE A SIZABLE NUMBER WERE ON A SECOND PROBATION OR DROPPED OUT ENTIRELY. ABOUT 22 PERCENT REMAINED AT BAKERSFIELD COLLEGE ONE SEMESTER, OVER 30 PERCENT REMAINED FOUR OR MORE, AND 50 PERCENT LESS THAN THREE. TEN STUDENTS GRADUATED. A NORMAL AMOUNT OF SCHOOL ACTIVITIES, MOSTLY IN ATHLETIC PROGRAMS OR SCHOOL CLUBS, WAS REPORTED. OVER HALF HAD JOBS WITH A GENERAL RATE OF PAY SLIGHTLY OVER \$1 PER HOUR. THIRTY-FOUR PERCENT DID NOT REPORT ANY EMPLOYMENT. IN GENERAL, MAJORS SELECTED WERE CONSISTENT WITH HIGH SCHOOL ACADEMIC ACHIEVEMENT. (DE)

ED 010 955

JC 660 284

STATE-WIDE PLANNING AND COORDINATION OF HIGHER EDUCATION.
BY- BRUMBAUGH, AARON J.
SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.

PUB DATE 63

EDRS PRICE MF-80.18 HC-82.32 58F.

DESCRIPTORS- #EDUCATIONAL PLANNING, #JUNIOR COLLEGES, #MASTER PLANS, #PLANNING COMMISSIONS, #STATE PROGRAMS, ATLANTA, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION,

THE AUTHOR BELIEVES THAT STATEWIDE PERSPECTIVE FOR THE TOTAL SYSTEM OF HIGHER EDUCATION REQUIRES AN INDEPENDENT STATE AGENCY AND SUGGESTS SEVERAL APPROACHES TO LONG-RANGE PLANNING AND COORDINATION OF HIGHER EDUCATION WITH REFERENCE TO THE SOUTHERN STATES. THREE GENERAL TYPES OF ORGANIZATIONS ARE INCLUDED (1) SINGLE COORDINATING-GOVERNING BOARDS, (2) LIAISON COORDINATING BOARDS, INTERMEDIARIES BETWEEN HIGHER INSTITUTIONS HAVING THEIR OWN BOARDS AND THE STATE LEGISLATURE AND ADMINISTRATIVE AGENCIES, AND (3) VOLUNTARY COORDINATION WITH NO EXTERNAL AGENCY CONTROL. EIGHT GENERAL REQUIREMENTS FOR A STATE PLANNING AND COORDINATION AGENCY ARE SUMMARIZED (1) A CLEAR CONCEPT OF THE LONG-RANGE MEANING OF PLANNING AND COORDINATION, (2) DIFFERENTIATION BETWEEN PLANNING OF POLICY-MAKING AND INSTITUTIONAL MANAGEMENT WHICH SHOULD NOT BE A STATE BOARD FUNCTION, (3) DIVESTMENT OF PARTISAN POLITICS, (4) CONSISTENCY AND CONTINUITY IN PURPOSES, POLICIES, AND FUNCTIONS, (5) EFFECTIVE LIAISON WITH INSTITUTIONS, THE LEGISLATURE, AND THE PUBLIC, (6) DETERMINATION OF CRITERIA FOR NEW PROGRAMS AND INSTITUTIONS, (7) COMPETENT STAFF WITH AN EXECUTIVE OFFICER HAVING SALARY AND STATUS COMPARABLE TO A UNIVERSITY PRESIDENT, AND (8) ADEQUATE FINANCIAL SUPPORT. SALARIES OF STATEWIDE ADMINISTRATIVE OR COORDINATING AGENCY STAFFS IN THE SOUTH ARE TABULATED AND A BIBLIOGRAPHY OF 25 GENERAL REFERENCES AND NINE STATE COUNCIL REPORTS IS INCLUDED. (DE)

ED 010 956

JC 660 287

EDUCATIONAL SPECIFICATIONS FOR FOLK JUNIOR COLLEGE--MASTER CAMPUS PLAN, JUNE 1965.
FOLK JUNIOR COLL., BARTOW, FLA.

PUB DATE JUN 65

EDRS PRICE MF-80.18 HC-84.80 115F.

DESCRIPTORS- #COLLEGE PLANNING, #EDUCATIONAL SPECIFICATIONS, #FACILITIES, #JUNIOR COLLEGES, #SCHOOL CONSTRUCTION, BARTOW, EDUCATIONAL FACILITIES, SCHOOL DESIGN,

THE PHILOSOPHY BEHIND THIS REPORT IS THAT ARCHITECTS

ALONE CANNOT EFFECTIVELY CREATE AN EDUCATIONAL FACILITY WITHOUT EDUCATIONAL SPECIFICATIONS WHICH ARE SUITED TO THE CURRICULUMS CONCERNED. SPECIFICATIONS FOR COLLEGES CAN BE DEVELOPED BEST BY THOSE WHO ARE RESPONSIBLE FOR IMPLEMENTING THE INSTRUCTIONAL PROGRAM. THUS, THERE IS A NEED TO DEVELOP ELABORATE EDUCATIONAL SPECIFICATIONS PRIOR TO THE INVOLVEMENT OF ARCHITECTS AND SIMILAR SPECIALISTS. THIS REPORT IS AN EFFORT ON THE PART OF A COLLEGE STAFF AND FACULTY TO PROVIDE THESE SPECIFICATIONS. IT IS A STATEMENT OF THE PURPOSE FOR WHICH EACH AREA TO BE BUILT WOULD BE USED. PLANNING IN EACH AREA IS PROJECTED FOR A TOTAL ENROLLMENT OF 5,000 FULL-TIME EQUIVALENT STUDENTS. IT ALSO REPRESENTS AN "IDEAL PLAN" FOR FUTURE CAMPUS DEVELOPMENT WITH EDUCATIONAL SPECIFICATIONS PRESENTED FOR ACADEMIC INSTRUCTIONAL FACILITIES, STUDENT SERVICES, 14 TECHNICAL AND SPECIALIZED INSTRUCTIONAL AREAS, FACILITIES FOR SERVICES SUPPORTING INSTRUCTION, AND NONINSTRUCTIONAL SERVICE AREAS. (HS)

ED 010 957

JC 660 327

THE PROXIMITY FACTOR AND THE COMMUNITY COLLEGE.
BY- SHAW, WILLIAM
WASHINGTON OFF. STATE SUPT. PUB. INSTR., OLYMPIA

PUB DATE SEP 66

EDRS PRICE MF-80.09 HC-81.36 34F.

DESCRIPTORS- #COLLEGE PLANNING, #ENROLLMENT, #ENROLLMENT PROJECTIONS, #JUNIOR COLLEGES, #STUDENT ENROLLMENT, ENROLLMENT TRENDS, OLYMPIA,

BASED ON WASHINGTON STATE ENROLLMENT REPORT INFORMATION FOR THE YEARS 1963, 1964, AND 1965 AND FROM THE OPENING OF TACOMA COMMUNITY COLLEGE IN 1965, IT WAS CONCLUDED THAT A NEW COLLEGE WILL CREATE ADDITIONAL ENROLLMENT IN ITS IMMEDIATE AREA AND WILL HAVE NO MEASURABLE EFFECT ON THE ENROLLMENT OF OLDER INSTITUTIONS. IN THE CASE OF TACOMA, WASHINGTON, THE PERCENTAGE OF RECENT HIGH SCHOOL GRADUATES WHO ATTENDED COMMUNITY COLLEGE NEARLY DOUBLED (PROXIMITY FACTOR). WHEN A NEW COLLEGE IS PLANNED, THE PROJECTED ENROLLMENT FIGURES SHOULD TAKE INTO CONSIDERATION THIS "PROXIMITY FACTOR." TO APPLY THE PERCENTAGE OF STUDENTS WHO HAVE BEEN ATTENDING COLLEGES TO THE SIZE OF CURRENT AND FUTURE GRADUATING CLASSES IS NOT SUFFICIENT. STATISTICAL DATA AND TABLES SUPPORTING THE CONCLUSION ARE INCLUDED. (HS)

ED 010 958

JC 660 401

DESCRIPTIVE REPORT ON THE JUNE 1964 CLASS SURVEY.
STATE UNIV. OF N.Y., FARMINGDALE, AG. AND TECH. COLL.

PUB DATE 64

EDRS PRICE MF-80.09 HC-81.52 38F.

DESCRIPTORS- #JUNIOR COLLEGES, #STUDENT ATTITUDES, #STUDENT CHARACTERISTICS, #TRIMESTER SCHEDULES, FARMINGDALE, PARENTAL BACKGROUND,

TO EVALUATE STUDENT ATTITUDES TOWARD SUMMER TRIMESTER SCHEDULING, A QUESTIONNAIRE WAS ADMINISTERED TO 206 ENTERING FRESHMEN. FINDINGS INDICATED THAT 37 PERCENT OF THESE STUDENTS DID NOT PREFER JUNE ENTRANCE AND THAT THE COURSE OFFERINGS UNIQUE TO FARMINGDALE HAD A BALANCING EFFECT ON ATTITUDES IN A NUMBER OF CASES. CHOICE OF COLLEGE WAS MADE IN THE JUNIOR AND SENIOR YEARS OF HIGH SCHOOL IN 56 PERCENT OF THE RESPONSES. PARENTAL INFLUENCE ON THE DECISION TO ATTEND

COLLEGE WAS SIGNIFICANT IN THREE-FOURTHS OF THE CASES, ALTHOUGH GUIDANCE COUNSELORS AND FRIENDS HAD SUBSTANTIAL INFLUENCE ON THE CHOICE OF COLLEGE; THE LARGEST PERCENTAGE OF STUDENTS COME FROM NASSAU AND SUFFOLK COUNTIES AND ARE GRADUATES OF PUBLIC HIGH SCHOOLS. PARENTAL OCCUPATION WAS PRIMARILY IN THE SKILLED AND SEMI-SKILLED CLASSIFICATIONS AND IN 50 PERCENT THE HIGHEST EDUCATIONAL LEVEL OF PARENTS WAS HIGH SCHOOL. DATA ALSO DEMONSTRATED HIGH COGNIZANCE OF THE SPECIALIZED OCCUPATIONAL CURRICULUMS OFFERED BY THIS COLLEGE AND SOME AWARENESS OF FUTURE EMPLOYMENT OPPORTUNITIES. RECOMMENDATIONS TO INCREASE PUBLIC RELATIONS EFFORTS WITH REFERENCE TO THE ATTRACTIVENESS OF FARMINGDALE CURRICULUMS, YEAR-ROUND SCHEDULES, AND EMPLOYMENT PROSPECTS WERE OFFERED. (AL)

ED 010 959

JC 670 142

A REGIONAL COLLEGE FOR VANCOUVER ISLAND.

BY- MARSH, LEONARD

BRITISH COLUMBIA UNIV., VANCOUVER

PUB DATE 66

EDRS PRICE MF-80.36 HC-80.12 203P.

DESCRIPTORS- *COLLEGE PLANNING, *ENROLLMENT PROJECTIONS, *FACILITIES, *FEASIBILITY STUDIES, *JUNIOR COLLEGES, COMMUNITY STUDY, CURRICULUM PLANNING, EDUCATIONAL PLANNING, VANCOUVER,

AS ENVISIONED, THE REGIONAL COLLEGE IS JUSTIFIED BY THE MANY KINDS OF STUDENTS IT CAN SERVE AND THE VARIETY AND APPROPRIATENESS OF THE EDUCATIONAL SERVICES IT CAN OFFER. VANCOUVER ISLAND HAS TRANSPORTATION DIFFICULTIES, A MARKEDLY UNEVEN POPULATION, AND SPECIAL PROBLEMS IN FORESTRY EXPLOITATION. POPULATION GROWTH ON THE ISLAND HAS BEEN GREAT AND SCHOOL ENROLLMENT HAS INCREASED ACCORDINGLY. FOR THESE REASONS, RESIDENCES ARE ESSENTIAL, NEW CONCEPTS SUCH AS "WEEKEND COURSES" SHOULD BE IMPLEMENTED, AND A BRANCH CAMPUS IS NEEDED. AN ESTIMATED MINIMUM ENROLLMENT OF 650 STUDENTS REFERS TO FULL-TIME STUDENTS ONLY AND ASSUMES NO REDUCTION IN THE NUMBER ATTENDING 4-YEAR INSTITUTIONS. A POSSIBLE MAXIMUM ENROLLMENT IN THE FIRST YEAR IS 1,200. A FOUR-PROGRAM COMPREHENSIVE APPROACH TO THE BASIC CURRICULUM IS PROPOSED--ACADEMIC, COLLEGE, TECHNICAL, AND DEVELOPMENTAL. THE CONSENSUS FAVORS RELATIVELY SMALL FEES, BUT SCHOLARSHIPS AND FREE BOOKS ARE ALSO PROPOSED. REPORTS ON STUDENT AND COMMUNITY SURVEYS, FINANCES, AND FUTURE PLANS ARE INCLUDED. (HS)

ED 010 960

RC 000 235

THE PROBLEM OF THE SMALL HIGH SCHOOL.

BY- SUMPTION, H. R.

ILLINOIS UNIV., URBANA, COLL. OF EDUCATION

PUB DATE 58

EDRS PRICE MF-80.09 HC-80.44 31P.

DESCRIPTORS- *COMPREHENSIVE HIGH SCHOOLS, *GENERAL EDUCATION, *HIGH SCHOOLS, *PREVOCATIONAL EDUCATION, *SMALL SCHOOLS, ADMINISTRATIVE ORGANIZATION, ADMINISTRATIVE POLICY, BUSINESS EDUCATION, COLLEGE PREPARATION, COOPERATIVE PLANNING, COUNTY SCHOOL SYSTEMS, CURRICULUM GUIDES, GRADE ORGANIZATION, REGIONAL SCHOOLS, SCHOOL DISTRICTS, SCHOOL REDISTRICTING, URBANA, VOCATIONAL SCHOOLS,

THE AUTHOR PERCEIVES THE JOB OF THE HIGH SCHOOL AS OFFERING GENERAL EDUCATION AND PREVOCATIONAL TRAINING TO ALL ON THE SAME BASIS. DEFINING THE LATTER AS COLLEGE PREPARATORY, COMMERCIAL, AND VOCATIONAL SUBJECTS, HE DISCUSSES THE PROBLEMS IN THIS DUAL PRESENTATION BY A SMALL HIGH SCHOOL. A CURRICULUM PROGRAM FOR A COMPREHENSIVE HIGH SCHOOL, SUITED TO A MINIMUM OF 300 STUDENTS FOR EFFICIENCY, IS PRESENTED. POSSIBLE SOLUTIONS TO THE PROBLEMS DISCUSSED INCLUDE (1) CONSOLIDATION, (2) COOPERATIVE ARRANGEMENTS BETWEEN DISTRICTS FOR PERSONNEL AND MATERIALS, (3) EXPANSION OF SERVICES OFFERED BY THE INTERMEDIATE DISTRICT, (4) COOPERATION WITH REGIONAL TECHNICAL AND VOCATIONAL SCHOOLS, AND (5) REORGANIZATION OF GRADES IN THE SIX-SIX PLAN. A BIBLIOGRAPHY OF RELATED PUBLICATIONS IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE OFFICE OF FIELD SERVICES, UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS, FOR \$0.15. (FS)

ED 010 961

RC 000 503

EVALUATION OF TITLE III-B MIGRANT PROJECT OFFICE OF ECONOMIC OPPORTUNITY IN COLLIER COUNTY, FLORIDA

BY- BURNETT, CALVIN W.

PUB DATE 66

EDRS PRICE MF-80.09 HC-80.64 16P.

DESCRIPTORS- *EDUCATIONAL RETARDATION NEIGHBORHOOD, *ENVIRONMENTAL INFLUENCES, *MIGRANT CHILDREN, *MIGRANT EDUCATION, *MIGRANT SCHOOLS, COLLIER COUNTY, FLORIDA, MIGRANT WORKERS, SOCIAL DISADVANTAGEMENT,

THIS DOCUMENT CONTAINS THE AUTHOR'S OBSERVATIONS OF, AND RECOMMENDATIONS TO, THE COLLIER COUNTY SCHOOLS' TITLE III-B MIGRANT PROGRAM. HE DISCUSSES THE SCHOOLS, TEACHERS, CLASSES, ENVIRONMENTAL CONDITIONS, AND COMMUNITY AGENCIES WHICH ARE HELPING MIGRANT CHILDREN ACHIEVE SELF-FULFILLMENT. THE AUTHOR RECOMMENDS THAT THE FOLLOWING SUGGESTIONS BE IMPLEMENTED--ANALYSIS AND EVALUATIONS OF THE SPECIAL CLASSES AND PROGRAMS, SOCIAL AND CULTURAL STUDIES OF THE MIGRANT WORKERS, AN INCREASE OF COCURRICULAR ACTIVITIES AND SERVICES IN THE SCHOOLS, AND A MORE EFFECTIVE INTEGRATION OF COMMUNITY SERVICES AND EDUCATIONAL PROGRAMS. (JH)

ED 010 962

RC 000 512

THE INTERMEDIATE UNIT OF SCHOOL ADMINISTRATION.

BY- GREGG, RUSSELL T.

PUB DATE OCT 59

EDRS PRICE MF-80.09 HC-80.28 7P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *RURAL AREAS, *SCHOOL DISTRICTS, *SUBURBS, ADMINISTRATIVE PERSONNEL, RURAL SCHOOLS, SCHOOLS, SUPERINTENDENTS, WISCONSIN,

A 2-YEAR STUDY IN WISCONSIN WAS MADE TO DETERMINE IF AN EDUCATIONAL ADMINISTRATIVE UNIT BETWEEN THE STATE AND LOCAL DISTRICTS WAS NEEDED, IF NEEDED, WHETHER THEIR COUNTY SCHOOL SUPERINTENDENT STRUCTURE WAS ADEQUATE, AND TO DEVELOP CRITERIA FOR THE TYPE OF INTERMEDIATE ADMINISTRATIVE UNIT NEEDED IF THEIRS WAS INADEQUATE. NINE ASSUMPTIONS FOR THE STUDY WERE LISTED. DATA WERE COLLECTED FROM THE LITERATURE ON THE INTERMEDIATE UNIT OF EDUCATIONAL ADMINISTRATION AND BY PERSONAL INTERVIEWS AND QUESTIONNAIRES FROM ALL COUNTY SUPERINTENDENTS OF SCHOOLS, ALL ADMINISTRATORS OF LOCAL SCHOOL DISTRICTS WHICH EMPLOYED THREE OR MORE TEACHERS, ALL

MEMBERS OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION WHO HAD A SPECIFIC RELATIONSHIP TO PUBLIC SCHOOL ADMINISTRATION, AND A SELECTED GROUP OF LAY CITIZENS. THE STUDY INDICATED THAT AN INTERMEDIATE ADMINISTRATIVE UNIT WAS NEEDED, BUT THAT THEIR COUNTY SCHOOL SUPERINTENDENCY WAS NOT ADEQUATE. NINE CRITERIA FOR DEVELOPING SATISFACTORY INTERMEDIATE ADMINISTRATIVE UNITS IN WISCONSIN WERE LISTED. THE AUTHOR STATED THAT THE STUDY HAS RELEVANCE FOR MANY OTHER STATES HAVING SIMILAR PATTERNS OF SCHOOL ORGANIZATION. THIS ARTICLE IS PUBLISHED IN THE "ADMINISTRATOR'S NOTEBOOK," VOLUME 8, NUMBER 2, OCTOBER 1959. (RB)

ED 010 963 RC 000 690
THE MIGRANT MINISTRY.
NATIONAL COUNCIL OF CHURCHES OF CHRIST, NEW YORK
PUB DATE 66
EDRS PRICE MF-80.09 HC-80.56 14P.

DESCRIPTORS- #CHURCH MIGRANT PROJECTS, HEALTH SERVICES, LEGISLATION, MIGRANT EDUCATION, MIGRANT HOUSING, MIGRANT TRANSPORTATION, MIGRANT WELFARE SERVICES, MIGRANTS, NEW YORK CITY, UNIONS,

THE MIGRANT MINISTRY IS AN INTERDENOMINATIONAL FIELD PROGRAM WHICH HAS SERVED THE NEEDS OF MIGRANT FARM WORKERS SINCE 1920. THIS DOCUMENT DESCRIBES THE FOLLOWING ASPECTS OF THE PROGRAM--NATIONAL GOALS, MAJOR CONCERN IN THE FARM LABOR PROBLEM, RELATIONSHIP TO TITLE III-B OF THE ECONOMIC OPPORTUNITY ACT, AND NATIONAL BUDGET. THE INDIVIDUAL COMMUNITY PROGRAMS OFFERED IN 1965 AND THE STATES OFFERING THESE PROGRAMS ARE LISTED. ALSO PRESENTED ARE THE ADVANTAGES AND DISADVANTAGES OF COMMUNITY VOLUNTEER PROGRAMS, RESPONSIBILITIES OF PARTICIPATING CHURCHES, AND SUGGESTED FARM LABOR LEGISLATION. MIGRANCY IS DISCUSSED WITH RESPECT TO ITS CHALLENGE TO THE CHURCHES, THE PROBLEMS OF TRANSPORTATION AND UNIONIZATION, AND THE CONCERN OF AGRICULTURAL GROWERS. (RB)

ED 010 964 RC 000 832
CAREER SELECTION EDUCATION FOR STUDENTS ATTENDING SMALL ISOLATED SCHOOLS.
PUB DATE 67
EDRS PRICE MF-80.09 HC-81.16 29P.

DESCRIPTORS- #CAREER PLANNING, #COUNSELING, #GUIDANCE PROGRAMS, #INDIVIDUALIZED PROGRAMS, #SMALL SCHOOLS, ARIZONA, CAREER SELECTION EDUCATION PROJECT, COMMUNITY RESOURCES, GENERAL EDUCATION, NEVADA, TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL EDUCATION, WESTERN STATES SMALL SCHOOLS PROJECT,

THIS DOCUMENT LISTS THE ASSUMPTIONS UPON WHICH THE CAREER SELECTION EDUCATION PROJECT IS BASED AND THE CRITERIA FOR A SCHOOL'S PARTICIPATION IN THE PROJECT, AS DEVELOPED BY THE WESTERN STATES SMALL SCHOOLS PROJECT. THE OBJECTIVES OF THE PROJECT ARE TO AID STUDENTS MAKE REALISTIC CAREER SELECTIONS, DEVELOP SKILLS AND COMPETENCIES USEFUL IN MANY CAREERS, AND DEVELOP SPECIFIC JOB ENTRY SKILLS. A CAREER SELECTION AGENT ADMINISTERS THE PROGRAM AND COORDINATES THE GENERAL EDUCATION AND VOCATIONAL EDUCATION DIVISIONS OF EACH STUDENT'S PROGRAM. AN INTEGRAL PART OF THE PROGRAM IS THE EFFECTIVE USE OF COMMUNITY RESOURCES FOR WORK EXPERIENCE, EXPLORATION, OBSERVATION, AND ANALYSIS. ATTACHED APPENDIXES

INCLUDE A SPECIFIC OUTLINE OF THE CAREER SELECTION EDUCATION PROJECTS AT VIRGIN VALLEY HIGH SCHOOL, MESQUITE, NEVADA, AND PATAGONIA HIGH SCHOOL, PATAGONIA, ARIZONA, AND AN OUTLINE OF THE TEST BATTERY USED IN THE PROJECT. (FS)

ED 010 965 RC 000 844
FEDERAL INDIAN POLICY AS IT AFFECTS LOCAL INDIAN AFFAIRS.
BY- MCKINLEY, FRANCIS
PUB DATE 12 MAY 64
EDRS PRICE MF-80.09 HC-80.40 10P.

DESCRIPTORS- #ACCULTURATION, #AMERICAN INDIANS, #ECONOMIC DISADVANTAGEMENT, #ENGLISH (SECOND LANGUAGE), #SOCIAL DISCRIMINATION, ARIZONA STATE UNIVERSITY, ASPIRATION, EDUCATION, SPEECHES, TEMPE,

THIS DOCUMENT IS AN ADDRESS WHICH DISCUSSES THE PROBLEMS RELATED TO INDIAN EDUCATION AND SEVERAL PROGRAMS WHICH ATTEMPT TO OVERCOME THESE PROBLEMS. THE PROBLEMS PRESENTED INCLUDE THE INDIAN'S EXTREME POVERTY, HIS LOW ASPIRATION LEVEL, HIS SELF-IMAGE, INDIAN ACCULTURATION, AND SOCIAL DISCRIMINATION AGAINST THE INDIAN. THE PROGRAMS DISCUSSED ARE--A UTE EXPERIMENT OF PLACING THE STUDENTS IN PUBLIC SCHOOLS, A PROGRAM PUTTING THE TRIBAL COUNCIL THROUGH A LEADERSHIP TRAINING COURSE, AND A YOUTH CAMP EXPERIMENT THAT EXPOSED INDIAN CHILDREN TO SOCIAL EXPERIENCES, RECREATION, HOBBIES, SCIENCE PROJECTS, AND MUSIC PROGRAMS. TWO OTHER PROGRAMS MENTIONED ARE TRAINING INDIAN CHILDREN FOR LEADERSHIP, AND EDUCATION ADAPTED TO INDIAN CHILDREN'S NEEDS. THIS ADDRESS WAS GIVEN AT THE ANNUAL MEETING OF THE INDIAN RIGHTS ASSOCIATION (81ST, ARIZONA STATE UNIVERSITY, MAY 12, 1964). (JH)

ED 010 966 RC 000 846
TOWARD A BETTER UNDERSTANDING OF THE INDIAN AMERICAN.
BY- PRATT, WAYNE T.
PUB DATE 9 NOV 61
EDRS PRICE MF-80.09 HC-80.44 11P.

DESCRIPTORS- #ADJUSTMENT (TO ENVIRONMENT), #AMERICAN INDIANS, #CULTURAL TRAITS, #URBAN IMMIGRATION, BEHAVIOR PATTERNS, ENGLISH (SECOND LANGUAGE), LANGUAGES, NEEDS, SAN FRANCISCO, STATISTICAL DATA, VALUES,

THIS DOCUMENT STATES THAT BETWEEN 1952 AND 1961 APPROXIMATELY 50,000 RESERVATION INDIANS WERE ASSISTED BY THE BUREAU OF INDIAN AFFAIRS TO RELOCATE IN MANY OF THE LARGER METROPOLITAN AREAS OF THE UNITED STATES. THEIR SUCCESS IN CITY LIFE HAS BEEN LARGELY DEPENDENT UPON SATISFACTORY ADJUSTMENT TO THE LOCAL URBAN COMMUNITY LIFE SO FOREIGN TO THEM. THE AUTHOR POINTS OUT THAT BETTER UNDERSTANDING OF THE INDIAN AMERICAN IS NEEDED TO ASSIST THESE PEOPLE IN MAKING THE ADJUSTMENT. HE DISCUSSES THE INDIAN CONTRIBUTIONS TO AMERICAN LIFE, THEIR PRESENT NEEDS, THEIR CULTURAL, BEHAVIORAL, AND LANGUAGE PATTERNS, AND THEIR MAJOR CULTURAL CONCEPTS IN COMPARISON WITH WESTERN CULTURE. THE AUTHOR CONCLUDES THAT ORGANIZED GOVERNMENT CAN HELP INDIAN PEOPLE RELOCATE, BUT THE KEY FACTOR IN THE FINAL PROCESS OF SUCCESSFUL ADJUSTMENT AND FULL PARTICIPATION IN THE LIFE OF THE COMMUNITY IS THE RESPONSIBILITY OF THE MEMBERS OF THE COMMUNITY. THESE MEMBERS NEED TO HAVE A BETTER UNDERSTANDING OF THE PROBLEMS OF THE INDIAN AMERICAN. THIS PAPER IS AN

EXTENSION OF REMARKS GIVEN AT THE NAIRO CONFERENCE (SAN FRANCISCO, NOVEMBER 9, 1961). (RB)

ED 010 967

RC 000 852

EVALUATION DESIGN AND SEMI-ANNUAL PROGRESS REPORT, COMPONENT NUMBER 24, OAKLAND AMERICAN INDIAN ASSOCIATION.

BY- JANSEN, DAVID R.

OAKLAND CITY DEPT. OF HUMAN RESOURCES, CALIF.

PUB DATE DEC 66

EDRS PRICE MF-80.09 HC-80.36 9P.

DESCRIPTORS- *AMERICAN INDIANS, *COUNSELING SERVICES, *ECONOMIC DISADVANTAGEMENT, *SOCIAL DISADVANTAGEMENT, *SOCIOECONOMIC STATUS, OAKLAND, SOCIAL AGENCIES, SOCIAL PROBLEMS, STATISTICAL DATA.

THIS DOCUMENT PRESENTS AN OUTLINE OF THE GOALS, PERSONNEL STRUCTURE, AND FUNCTION OF THE OAKLAND AMERICAN INDIAN ASSOCIATION. THE REPORT IS A STATISTICAL TREATMENT OF INFORMATION STATING WHICH INDIANS USED THE ASSOCIATION'S COUNSELING SERVICE, AND TO WHAT ORGANIZATIONS THE INDIANS WERE REFERRED. (JH)

ED 010 968

RC 000 857

PERCEPTIONS OF THE TEACHER'S ROLE IN THE SMALL RURAL SCHOOL.

BY- BORG, WALTER R.

PUB DATE AUG 65

EDRS PRICE MF-80.09 HC-82.00 50P.

DESCRIPTORS- *ENVIRONMENTAL INFLUENCES, *RURAL SCHOOLS, *SCHOOL PERSONNEL, *SMALL SCHOOLS, *TEACHER BACKGROUND, QUESTIONNAIRES, SURVEYS, WESTERN STATES SMALL SCHOOLS PROJECT,

A RESEARCH SURVEY IS DESCRIBED WHICH EXAMINES THE TEACHER'S ROLE IN THE SMALL RURAL SCHOOL AS IT IS PERCEIVED BY PRINCIPALS AND TEACHERS CURRENTLY EMPLOYED IN SMALL RURAL SCHOOLS, BY FACULTY MEMBERS IN COLLEGES AND DEPARTMENTS OF EDUCATION, AND BY TEACHER TRAINING STUDENTS IN FIVE STATES PARTICIPATING IN THE WESTERN STATES SMALL SCHOOLS PROJECT. THE DOCUMENT PRESENTS THE OBJECTIVES, PROCEDURES, TYPES OF QUESTIONNAIRES, THE RESULTING DATA, AND THE SUMMARY AND CONCLUSIONS THAT WERE IDENTIFIED WITH THIS STUDY. (JH)

ED 010 969

RC 000 859

THE BULLETIN BOARD AS AN INSTRUCTIONAL RESOURCE.

ALASKA STATE DEPT. OF EDUCATION, JUNEAU

PUB DATE 62

EDRS PRICE MF-80.09 HC-80.68 17P.

DESCRIPTORS- *BULLETIN BOARDS, *INSTRUCTIONAL MATERIALS, *LESSON PLANS, *MOTIVATION, JUNEAU,

THIS DOCUMENT DISCUSSES BULLETIN BOARDS AS INSTRUCTIONAL RESOURCES TO STIMULATE THE CURIOSITY AND INTEREST OF CHILDREN. IT PRESENTS THE OBJECTIVES, ARRANGEMENT, PLANNING, AND LETTERING THAT COULD BE USED WITH BULLETIN BOARDS. A SHORT LESSON PLAN IS INCLUDED. (JH)

ED 010 970

RC 000 921

THE CONDITION OF FARM WORKERS AND SMALL FARMERS IN 1965, A REPORT TO THE BOARD OF DIRECTORS OF NATIONAL SHARECROPPERS

FUND.

BY- BENNETT, FAY

NATIONAL SHARECROPPERS FUND, NEW YORK, N.Y.

PUB DATE 65

EDRS PRICE MF-80.09 HC-80.48 12P.

DESCRIPTORS- *AGRICULTURAL LABORERS, *AGRICULTURE, *GROUPS, *SHARECROPPERS, *SPECIALISTS, CHILD LABOR, FARM LABOR LEGISLATION, FOREIGN WORKERS, NEW YORK CITY, UNIONS, WAGES,

THIS REPORT RECAPITULATES CONDITIONS AFFECTING THE SMALL FARMERS, SHARECROPPERS, AND AGRICULTURAL LABORERS IN 1965. THE AUTHOR PRESENTS INFORMATION ABOUT FARM LABOR STRIKES, UNIONIZATION, MECHANIZATION, AND STATISTICS OF ACCIDENT RATES, CHILD LABOR, WAGES AND EARNINGS, AND FOREIGN LABOR. THE AUTHOR EXPLAINS SEVERAL NEW FEDERAL AND STATE LAWS CONCERNING FARM LABORERS AND DESCRIBES THE FOLLOWING FEDERAL PROGRAMS--FARMERS HOME ADMINISTRATION, AGRICULTURAL STABILIZATION AND CONSERVATION SERVICE, OFFICE OF ECONOMIC OPPORTUNITY, AND THE MANPOWER DEVELOPMENT AND TRAINING ACT. INFORMATION EXPLAINING THE ACTIVITIES OF THE NATIONAL SHARECROPPERS FUND IS ALSO PRESENTED. (JH)

ED 010 971

RC 000 926

A COMPREHENSIVE REGIONAL APPROACH TO SMALL SCHOOL DEVELOPMENT.

BY- O'WARD, GLEN F. AND OTHERS

PUB DATE 65

EDRS PRICE MF-80.09 HC-81.12 26P.

DESCRIPTORS- *PROJECTS, *SMALL SCHOOLS, AMERICAN INDIANS, CULTURAL DISADVANTAGEMENT, EDUCATION, EDUCATIONAL TELEVISION, ELEMENTARY SCHOOLS, EQUIPMENT, INDIVIDUAL INSTRUCTION, INNOVATION, INSTRUCTION, INSTRUCTIONAL AIDS, INSTRUCTIONAL PROGRAM DIVISIONS, PRESCHOOL PROGRAMS, PROGRAMED MATERIALS, SECONDARY SCHOOLS, SPECIALISTS, STATISTICAL DATA, TALENT, TEACHING METHODS, VOCATIONAL EDUCATION, WESTERN STATES SMALL SCHOOL PROJECT,

THIS BROCHURE SUMMARIZES THE WESTERN STATES SMALL SCHOOL PROJECT. INCLUDED ARE THE PROJECT'S BASIC ASSUMPTIONS, CRITERIA FOR MEMBERSHIP, A LIST OF THE FIVE PARTICIPATING STATES, THE HISTORY OF THE PROJECT, A DESCRIPTION OF FOUR MAJOR PROJECTS ORGANIZED TO PROMOTE SMALL SCHOOL IMPROVEMENT, SIGNIFICANT RESULTS OF PROJECT ACTIVITIES, A CAREER SELECTION EDUCATION PROGRAM, AND THE MANY DIVERSE PROJECTS OF THE PARTICIPATING STATES. THE ARIZONA PROJECT ATTEMPTS TO MEET THE NEEDS OF BOTH STUDENTS AND TEACHERS FOR INDIVIDUALIZING THE TEACHING-LEARNING PROCESS. THE COLORADO PROJECT IS CONCENTRATING ON NEW METHODS, TECHNIQUES, AND ORGANIZATIONAL PATTERNS. THE NEVADA PROJECT EMPLOYS A VARIETY OF INSTRUCTIONAL MEDIA OR MATERIALS TO REDUCE THE EFFECTS OF SMALLNESS AND ISOLATION. THE NEW MEXICO PROJECT IS EMPHASIZING LINGUISTIC READING IMPROVED PREPARATION FOR CULTURALLY DEPRIVED RURAL CHILDREN, AND SPANISH FOR SPANISH-SPEAKING CHILDREN. THE UTAH PROJECT IS DEVELOPING GUIDELINES FOR AN ENVIRONMENT TO STIMULATE AND ENCOURAGE INDEPENDENT STUDY IN INDIVIDUALIZED PROGRAMS OF INSTRUCTION, EXPLORE APPROACHES TO MEETING THE PROBLEM OF EARLY CULTURAL DEPRIVATION, AND DEMONSTRATE THE EFFECTIVE USE OF EDUCATIONAL TELEVISION IN SMALL SCHOOLS. A DIRECTORY OF THE PROJECT DIRECTORS AND THE POLICY BOARD IS ALSO INCLUDED. (RB)

ED 010 972

RE 000 935

RESPONSIBILITIES OF A MEMBER UMSSP SCHOOL.
BY- KNUDSEN, EVERETT C.

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- *FLEXIBLE SCHEDULING, *INSTRUCTIONAL AIDS, *SMALL SCHOOLS, AMPLIFIED TELEPHONE, CORRESPONDENCE COURSES, CURRICULUM, LIBRARY FACILITIES, UPPER MIDWEST SMALL SCHOOLS PROJECT.

THE EFFECTIVE USE OF FLEXIBLE SCHEDULING, INSTRUCTIONAL AIDS, AND MODERN TECHNOLOGICAL TECHNIQUES IN SMALL SCHOOL SYSTEMS IS IMPERATIVE IF THE INDIVIDUAL STUDENT NEEDS ARE TO BE MET. FLEXIBLE SCHEDULING AND THE USE OF CORRESPONDENCE COURSES MAXIMIZE OPPORTUNITIES IN A LIMITED CURRICULUM. THE USE OF AN AMPLIFIED TELEPHONE IN A CLASSROOM IS DISCUSSED. THE NECESSITY OF WELL-EQUIPPED LIBRARIES TO SUPPLEMENT THE CURRICULUM CANNOT BE OVERLOOKED. THIS ARTICLE IS PUBLISHED IN "THE COLLEGE OF EDUCATION RECORD." (JM)

ED 010 973

RE 000 938

LOUISIANA STORY, 1964, THE SUGAR SYSTEM AND THE PLANTATION WORKERS.

BY- MYERS, ROBIN
NATIONAL ADVISORY COMM. ON FARM LABOR, NEW YORK, N.Y.

PUB DATE 64

EDRS PRICE MF-\$0.09 HC-\$1.72 43P.

DESCRIPTORS- *AGRICULTURAL LABORERS, *EMPLOYMENT, *LIVING STANDARDS, *WAGES, AUTOMATION, EDUCATION, HOUSING, LABOR UNIONS, LEGISLATION, LOUISIANA, MINIMUM WAGE LEGISLATION, NEGROES, NEW YORK CITY, RURAL EDUCATION, STATISTICAL DATA, UNIONS.

BASED UPON THE FINDINGS OF A RURAL EDUCATION AND WELFARE SURVEY OF MORE THAN 900 SUGARCANE WORKERS IN THE NINE LOUISIANA COUNTIES WHERE SUGARCANE CULTIVATION IS CONCENTRATED, THIS DOCUMENT TELLS OF THE LIVES OF THE WORKERS AND EXPLAINS THE NATIONAL AND INTERNATIONAL "SUGAR SYSTEM" UNDER WHICH THEY LIVE. DISCUSSED ARE THE EFFECTS OF MECHANIZATION ON THE SUGAR INDUSTRY, WORKERS' WAGES, THE WORKERS' HOUSING, LIVING, AND WORKING CONDITIONS, THE HISTORY OF THE SUGAR INDUSTRY IN LOUISIANA, LEGISLATION PERTAINING TO THE LOUISIANA NATIONAL, AND INTERNATIONAL SUGAR INDUSTRIES, UNIONIZATION FOR SUGAR WORKERS, A MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAM, AND THE FUTURE OF SUGARCANE WORKERS. THE DOCUMENT INCLUDES THE SURVEY FORM WITH A QUESTION-BY-QUESTION SUMMARY OF THE RESULTS. (RB)

ED 010 974

RE 000 011

A COMPARISON OF TWO METHODS OF READING SUPERVISION.
BY- MORRILL, KATHERINE A.

PUB DATE MA Y66

EDRS PRICE MF-\$0.09 HC-\$0.26 7P.

DESCRIPTORS- *READING CONSULTANTS, *READING RESEARCH, *SUPERVISORY METHODS, *TEACHER ATTITUDES, COMPARATIVE ANALYSIS, CONNECTICUT, CONSULTATION PROGRAMS, GRADE 1, GROUP ACTIVITIES, INDIVIDUAL COUNSELING, INSERVICE TEACHER EDUCATION, READING ACHIEVEMENT, TEACHER GUIDANCE, TEACHER SUPERVISION, WALLINGTON,

THE ROLES OF A READING CONSULTANT IN TWO SITUATIONS--AS A CATALYST IN A GROUP AND AS A "HELPFUL FRIEND" IN A ONE-TO-ONE SITUATION--WERE COMPARED IN A 1964 STUDY. THIRTY-FIVE FIRST-GRADE CLASSROOMS AND 35 TEACHERS IN 10 SCHOOLS IN WALLINGTON, CONNECTICUT, WERE DIVIDED INTO TWO GROUPS; IN THE FIVE CONTROL SCHOOLS (METHOD 1), CONSULTANT HELP WAS GIVEN AT THE REQUEST OF THE TEACHER OR PRINCIPAL ON A ONE-TO-ONE BASIS. TEACHERS IN THE EXPERIMENTAL GROUP (METHOD 2) WERE RELEASED FROM CLASS ONE-HALF DAY TWICE A MONTH FOR A SERIES OF GROUP MEETINGS WITH THE READING CONSULTANT TO DISCUSS PROBLEMS AND EXCHANGE IDEAS. A PUPIL-SERVICE INVENTORY WAS COMPLETED BY EACH PARTICIPATING TEACHER EIGHT TIMES DURING THE 140-DAY STUDY. STUDENT GROWTH WAS TESTED BY A BATTERY OF TESTS INCLUDING THE GATES PRIMARY READING TEST. ALTHOUGH NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN EXPERIMENTAL AND CONTROL GROUP TEST SCORES, METHOD 2 (EXPERIMENTAL) WAS FAVORED BY TEACHERS INVOLVED IN THE STUDY. TEACHER COMMENTS ABOUT METHOD 2 AND CONSULTANT RECOMMENDATIONS ARE GIVEN. WHILE THE STATISTICAL RESULTS DID NOT FAVOR METHOD 2, THE VALUE OF THE STUDY WAS APPARENT IN IMPROVED TEACHER ATTITUDE. THIS ARTICLE IS PUBLISHED IN "THE READING TEACHER," VOLUME 19, MAY 1966. (LS)

ED 010 975

RE 000 012

SELF-SOCIAL CONSTRUCTS OF ACHIEVING AND NONACHIEVING READERS.
BY- HENDERSON, EDMUND H. AND OTHERS

PUB DATE NOV 65

EDRS PRICE MF-\$0.09 HC-\$0.28 7P.

DESCRIPTORS- *READING RESEARCH, *RETARDED READERS, *SELF CONCEPT, COMPARATIVE ANALYSIS, INDIVIDUAL TESTS, MATCHED GROUPS, PERSONAL ADJUSTMENT, PERSONALITY ASSESSMENT, READING CLINICS, READING DISABILITY, READING FAILURE, UNIVERSITY OF DELAWARE,

THE RELATIONSHIPS OF THREE PERSONALITY CONCEPTS, DIFFERENTIATION, ESTEEM, AND INDIVIDUALISM, TO READING ACHIEVEMENT AND DISABILITY WERE EXPLORIED. THIRTY-TWO BOYS AND 16 GIRLS, AGE 7 TO 14 WITH 1 TO 6 YEARS READING RETARDATION AT THE UNIVERSITY OF DELAWARE READING STUDY CENTER WERE MATCHED WITH SUCCESSFUL READERS OF THE SAME AGE AND SEX. THE SCHOOL AND COLLEGE ABILITY TEST AND THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS WERE USED TO MATCH THE GROUPS. ALL SUBJECTS WERE TESTED INDIVIDUALLY WITH A NONVERBAL TEST INVOLVING FOUR TASKS TO DETERMINE THE EXTENT OF DIFFERENTIATION, ESTEEM, AND INDIVIDUALISM IN THEIR CONCEPTS. ACHIEVEMENT ON EACH TASK BY THE TWO GROUPS IS REPORTED AND DISCUSSED. RETARDED READERS WERE CHARACTERIZED BY A RELATIVELY HIGH DEGREE OF DEPENDENCY. SUGGESTIONS ARE MADE FOR REMEDIAL TREATMENT EMPHASIZING INDIVIDUAL EFFORT. REFERENCES ARE GIVEN. THIS ARTICLE IS PUBLISHED IN "THE READING TEACHER," VOLUME 19, NOVEMBER 1965. (LS)

ED 010 976

RE 000 013

INDIVIDUALIZED AND BASAL PRIMARY READING PROGRAMS.

BY- JOHNSON, RODNEY H.

PUB DATE DEC 65

EDRS PRICE MF-\$0.09 HC-\$0.24 6P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *LONGITUDINAL STUDIES, *READING ACHIEVEMENT, *READING PROGRAMS, *READING RESEARCH, BASIC READING, CONTROL GROUPS, EXPERIMENTAL GROUPS, GRADE 1,

GRADE 2, GRADE 3, INDIVIDUAL READING, INSERVICE TEACHER EDUCATION, PROGRAM EVALUATION, WISCONSIN,

A 3-YEAR STUDY OF THE RESULTS OF BASAL AND INDIVIDUALIZED READING PROGRAMS IN 14 FIRST-GRADE EXPERIMENTAL AND 14 CONTROL CLASSROOMS IN EIGHT SCHOOL SYSTEMS IN WISCONSIN IS PRESENTED. SUBJECTS INCLUDED 359 BOYS AND 349 GIRLS. ALL EXPERIMENTAL (INDIVIDUALIZED) CLASSES WERE PAIRED WITH CONTROL (BASAL) CLASSES EITHER IN THE SAME BUILDING OR IN THE SAME COMMUNITY AS A SOCIOECONOMIC CONTROL FACTOR. ALL CHILDREN REMAINED IN THE SAME TYPE OF PROGRAM DURING THE 3-YEAR PERIOD. A CONTINUOUS INSERVICE TRAINING PROGRAM, DIRECTED BY THE UNIVERSITY OF WISCONSIN, WAS MAINTAINED FOR ALL PARTICIPATING TEACHERS OF BOTH GROUPS. ACCOMPLISHMENT WAS MEASURED OBJECTIVELY AT THE INITIATION OF THE STUDY AND AT THE CLOSE OF EACH YEAR DURING THE PERIOD. THE STUDY IS CONCERNED ONLY WITH TEST SCORES AND THE COMPARISON BETWEEN TOTAL GROUPS, WHICH WERE MATCHED INITIALLY BY AGE, CLASS SIZE, LENGTH OF SCHOOL YEAR, AND PUPIL INTELLIGENCE. WARNINGS AND RECOMMENDATIONS FOR TEACHING ARE INCLUDED IN THE STATEMENT OF RESULTS AND CONCLUSIONS DRAWN FROM THE STUDY. TABLES ARE INCLUDED. THIS ARTICLE IS PUBLISHED IN "ELEMENTARY ENGLISH," VOLUME 42, DECEMBER 1965. (HC)

ED 010 977

RE 000 014

THE RELATIONSHIP BETWEEN MEASURES OF PRE-READING VISUAL DISCRIMINATION AND FIRST GRADE READING ACHIEVEMENT--A REVIEW OF THE LITERATURE.

BY- BARRETT, THOMAS C.

PUB DATE 65

EDRS PRICE MF-80.09 HC-81.12 28P.

DESCRIPTORS- #PREREADING EXPERIENCE, #PRESCHOOL TESTS, #READING ACHIEVEMENT, #READING RESEARCH, #VISUAL DISCRIMINATION, LETTER RECOGNITION, PICTURES, VISUAL DISCRIMINATION, WORD RECOGNITION.

A REVIEW OF THE LITERATURE CONCERNING THE RELATIONSHIP BETWEEN MEASURE OF PREREADING VISUAL DISCRIMINATION AND FIRST-GRADE READING ACHIEVEMENT IS GIVEN. THE RELATIVE PREDICTIVE POWER OF VISUAL DISCRIMINATION OF LETTERS, WORDS, GEOMETRIC DESIGNS, AND PICTURES WHEN THESE ABILITIES ARE STUDIED INDIVIDUALLY AND IN COMBINATION IS INDICATED. STUDIES INVESTIGATING VISUAL DISCRIMINATION AT THE BEGINNING OF THE FIRST GRADE AND READING ACHIEVEMENT LATER IN THE FIRST GRADE ARE INCLUDED. THE INVESTIGATIONS ARE PRESENTED UNDER THREE MAJOR CATEGORIES--THOSE THAT STUDY THE RELATIONSHIP BETWEEN VERBAL-VISUAL DISCRIMINATION, THOSE THAT RELATE NON-VERBAL-VISUAL-DISCRIMINATION, AND THOSE THAT COMPARE THE RELATIONSHIPS OF VARIOUS TYPES OF VISUAL DISCRIMINATION WITH READING ACHIEVEMENT WHEN THESE RELATIONSHIPS ARE OBTAINED UNDER SIMILAR CONDITIONS. TABLES AND REFERENCES ARE INCLUDED. (INJ)

ED 010 978

RE 000 015

ENGLISH WORDS OF VERY HIGH FREQUENCY.

BY- CARD, WILLIAM McDAVID, VIRGINIA

PUB DATE MAY 66

EDRS MF-80.09 HC-80.44 11P.

DESCRIPTORS- #COMPARATIVE ANALYSIS, #LANGUAGE, #READING

RESEARCH, #STRUCTURAL ANALYSIS, #SYNTAX, ADULT, ENGLISH, READABILITY, VOCABULARY,

THE BIAS OF THE FREQUENCY OF THE 122 MOST COMMONLY USED ENGLISH WORDS WAS STUDIED. THE METHOD USED TO ASSEMBLE THESE DATA IS DESCRIBED FULLY. THE MOST FREQUENTLY USED WORDS WERE TAKEN FROM A DISSERTATION BY GEORGE K. MONROE, "PHONEMIC TRANSCRIPTION OF GRAPHIC POSTBASE AFFIXES IN ENGLISH," GODFREY DEWEY, "RELATIVE FREQUENCY OF ENGLISH SPEECH SOUNDS," MILES L. HANLEY, "WORD INDEX TO JAMES JOYCE'S ULYSSES," AND HENRY D. RINSLAND, "A BASIC VOCABULARY OF ELEMENTARY SCHOOL CHILDREN." ALL BUT THE RINSLAND LIST WERE TAKEN FROM ADULT READING MATERIAL. WORDS WERE ARRANGED IN RANK ORDER. THE FREQUENCIES OF THE VARIOUS STUDIES WERE RECORDED. DATA WERE COMPARED ACCORDING TO SPECIFIC WORDS AS WELL AS ACCORDING TO STRUCTURE WORDS. REFERENCES ARE INCLUDED. THIS ARTICLE IS PUBLISHED IN "COLLEGE ENGLISH," MAY 1966. (BK)

ED 010 979

RE 000 016

A THREE-YEAR LONGITUDINAL STUDY COMPARING INDIVIDUALIZED AND BASAL READING PROGRAMS AT THE PRIMARY LEVEL. AN INTERIM REPORT.

BY- JOHNSON, RODNEY H. AND OTHERS

EDRS PRICE MF-80.18 HC-82.48 62P.

DESCRIPTORS- #COMPARATIVE ANALYSIS, #LONGITUDINAL STUDIES, #READING ACHIEVEMENT, #READING PROGRAMS, #READING RESEARCH, BASIC READING, EXPERIMENTAL GROUPS, GRADE 1, GRADE 2, GRADE 3, INDIVIDUALIZED READING, INSERVICE TEACHER EDUCATION, LAKESHORE CURRICULUM STUDY COUNCIL, PROGRAM EVALUATION, WISCONSIN;

AN INTERIM REPORT OF A 3-YEAR LONGITUDINAL STUDY COMPARING INDIVIDUALIZED AND BASAL READING PROGRAMS AT THE PRIMARY LEVEL BY THE LAKESHORE WISCONSIN CURRICULUM STUDY COUNCIL IS PRESENTED. DIFFERENT APPROACHES TO MATERIALS, PROCEDURES, GROUPING, AND SEQUENCE AS INTEGRAL PARTS OF THE READING PROGRAM WERE EXAMINED. INDIVIDUALIZED READING WAS DEFINED TO INCLUDE MATERIAL SELECTED BY STUDENTS WITH TEACHER GUIDANCE, TEACHER-PUPIL CONFERENCE AS THE INSTRUCTIONAL PROCEDURE, FLEXIBLE GROUPING, AND NONSEQUENTIAL SKILL DEVELOPMENT. IN THE BASAL APPROACH, MATERIAL WAS PRESELECTED, AND GROUP INSTRUCTION WAS PROVIDED. SKILLS WERE DEVELOPED SEQUENTIALLY. FOURTEEN FIRST-GRADE EXPERIMENTAL AND 14 FIRST-GRADE CONTROL CLASSROOMS PARTICIPATED ON A VOLUNTARY BASIS. CONTINUOUS INSERVICE TRAINING WAS CONDUCTED. DATA WERE DERIVED FROM THE SCIENCE RESEARCH ASSOCIATES (SRA) PRIMARY MENTAL ABILITIES TEST, METROPOLITAN ACHIEVEMENT TEST, SOCIOGRAMS, INTERVIEWS, LOGBOOKS, SELF-CONCEPT SCALES, QUESTIONNAIRES, THE SRA READING COMPREHENSION TEST, AND THE SRA VOCABULARY TEST. MEAN SCORES, Z SCORES, DIFFERENCE SCORES, AND F TESTS WERE USED TO ANALYZE THE DATA. CHILDREN IN INDIVIDUALIZED READING PROGRAMS SHOWED SIGNIFICANTLY BETTER READING ACHIEVEMENT THAN CHILDREN IN BASAL READING PROGRAMS. COMPLETE RESULTS, IMPLICATIONS, TABLES, REFERENCES, AND A SUMMARY REPORT OF A PILOT STUDY ON INDIVIDUALIZED READING ARE INCLUDED. (BK)

ED 010 980

RE 000 017

A COMPARISON OF WHITE AND NEGRO NINTH GRADE STUDENTS' READING INTERESTS.

BY- OLSON, ARTHUR V. ROSEN, CARL L.

REPORT RESUMES

PAGE 48

EDRS PRICE MF-80.09 HC-80.48 12P.

PUB DATE FEB 67

DESCRIPTORS- #RACIAL DIFFERENCES, #READING INTERESTS, #READING MATERIALS, #READING RESEARCH, #SEX DIFFERENCES, BIRACIAL SCHOOLS, CAUCASIAN STUDENTS, COMPARATIVE ANALYSIS, GRADE 9, NEGRO STUDENTS, QUESTIONNAIRES, SOUTHEASTERN UNITED STATES, VERBAL INTELLIGENCE, VOCABULARY.

AN INVESTIGATION OF THE SIMILARITIES AND DIFFERENCES, BY RACE AND SEX, OF SPECIFIC STUDENTS ENROLLED IN TWO RECENTLY INTEGRATED HIGH SCHOOLS IN THE SOUTHEASTERN UNITED STATES IS REPORTED. SUBJECT WERE 264 NINTH-GRADE PUPILS--140 NEGROES AND 124 CAUCASIANS. TO MEASURE READING INTERESTS AND CHOICE OF MATERIALS, A 40-ITEM QUESTIONNAIRE WAS CONSTRUCTED. SIX ITEMS MEASURED SOURCE OF READING, 34 ITEMS MEASURED READING INTERESTS. ANSWERS WERE CHOSEN FROM SIX CHOICES WHICH RANGED FROM LIKE VERY, VERY MUCH TO DISLIKE VERY, VERY MUCH, THE CALIFORNIA TEST OF MENTAL MATURITY, SHORT FORM, LEVEL 4, AND THE CALIFORNIA READING TEST, ADVANCED, FORM WERE ADMINISTERED TO ALL PUPILS. CHI SQUARE WAS USED TO DETERMINE THE SIGNIFICANCE OF THE ORDER OF THE RANKS. THERE WAS A SIGNIFICANT DIFFERENCE BETWEEN VERBAL INTELLIGENCE AND READING VOCABULARY IN FAVOR OF THE CAUCASIAN STUDENTS. EIGHTEEN ITEMS ON THE QUESTIONNAIRE DIFFERED SIGNIFICANTLY. RESPONSES OF NEGROES APPEARED TO BE HEAVILY WEIGHTED IN POSITIVE-CHOICE CATEGORIES. CAUCASIAN RESPONSES WERE MORE WIDELY DISTRIBUTED. NEGRO PUPILS EXPRESSED STRONGER CHOICES FOR READING CURRENT MATERIAL AND STRONGER INTERESTS IN SOCIAL RELATIONS, ROMANCE, TEEN-AGE PROBLEMS, HUMOR, AND OCCUPATIONAL AREAS. OTHER FINDINGS, TABLES, CONCLUSIONS, AND REFERENCES ARE INCLUDED. (BK)

ED 010 981

RE 000 018

VISUAL DEFICIENCIES AND READING DISABILITY.
BY- ROSEN, CARL L.

PUB DATE OCT 65

EDRS PRICE MF-80.09 HC-80.28 7P.

DESCRIPTORS- #BIBLIOGRAPHIES, #READING DIFFICULTY, #READING RESEARCH, #VISION, RESEARCH PROBLEMS, SCHOOL RESPONSIBILITY, VISUAL PERCEPTION.

THE ROLE OF VISUAL SENSORY DEFICIENCIES IN THE CAUSATION READING DISABILITY IS DISCUSSED. PREVIOUS AND CURRENT RESEARCH STUDIES DEALING WITH SPECIFIC VISUAL PROBLEMS WHICH HAVE BEEN FOUND TO BE NEGATIVELY RELATED TO SUCCESSFUL READING ACHIEVEMENT ARE LISTED--(1) FARSHIGHTEDNESS, (2) ASTIGMATISM, (3) BINOCULAR INCOORDINATIONS, AND (4) FUSIONAL DIFFICULTIES. FOUR PRIMARY RESPONSIBILITIES OF THE SCHOOL CONCERNING VISUAL PROBLEMS AS APPLICABLE TO THE CLASSROOM TEACHER ARE CITED--(1) THE DETECTION OF VISUAL PROBLEMS, (2) THE REFERRAL OF THE CHILD TO THOSE PROFESSIONALLY QUALIFIED, (3) THE ADJUSTMENTS OF INSTRUCTION TECHNIQUE, METHODS, AND EXPECTATIONS BASED UPON THE NATURE AND SEVERITY OF THE VISUAL PROBLEM, AND (4) LEADERSHIP AND PARTICIPATION IN RESEARCH. A BIBLIOGRAPHY IS INCLUDED. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF READING," VOLUME 9, OCTOBER 1965. (MD)

ED 010 982

RE 000 019

PROGRAMED INSTRUCTION.
BY- KINGSTON, ALBERT J. WASH, JAMES A.

EDRS PRICE MF-80.09 HC-80.32 8P.

PUB DATE NOV 67

DESCRIPTORS- #AUDIOINSTRUCTIONAL AIDS, #PROGRAMED INSTRUCTION, #PROGRAMING PROBLEMS, #READING RESEARCH, COLLEGE INSTRUCTION, GRADE 10, GRADE 11, GRADE 12, GRADE 9, LINEAR PROGRAMING, TEACHING MACHINES.

THE SOURCES OF CONFUSION INVOLVED IN INITIATING PROGRAMED INSTRUCTION IN THE CLASSROOM ARE LISTED--(1) SPECIALIZED VOCABULARY DEALING WITH THE FIELD, (2) TYPES OF MACHINERY WHICH RANGE FROM THE HIGHLY COMPLEX TO THE VERY SIMPLE, AND (3) DIFFERENT MODES OF PROGRAMING. THE CHARACTERISTICS OF TRUE PROGRAMED FORMATS ARE GIVEN--(1) THE MATERIALS ARE DESIGNED SO THAT A STUDENT SETS HIS OWN RATE OF LEARNING, (2) A STUDENT MUST ACTIVELY INTERACT WITH THE MATERIALS, (3) THE STUDENT'S RESPONSE IS IMMEDIATELY REINFORCED SO THAT HE KNOWS WHETHER HE IS RIGHT OR WRONG, AND (4) THE CONTENT IS INTRODUCED IN SMALL BITS IN THE LINEAR PROGRAM AND IN MEASURED BITS IN THE INTRINSIC PROGRAM. RESEARCH DEALING WITH MANY PHASES OF PROGRAMED LEARNING IS BRIEFLY SUMMARIZED AND A BIBLIOGRAPHY IS APPENDED. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF READING," VOLUME 9, NOVEMBER 1965. (MD)

ED 010 983

RE 000 020

CLOSE READABILITY PROCEDURE.

BY- BORNHUTH, JOHN R.

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER CSEIF-OR-1

EDRS PRICE MF-80.09 HC-81.16 20P.

PUB DATE FEB 67

DESCRIPTORS- #CLOSE PROCEDURE, #MEASUREMENT TECHNIQUES, #PROGRAM EVALUATION, #READING COMPREHENSION, LOS ANGELES, MEASUREMENT INSTRUMENT, PROGRAMED MATERIALS, READABILITY, VALIDITY RESEARCH.

THE CLOSE READABILITY PROCEDURE FOR EVALUATING THE COMPREHENSION DIFFICULTY OF WRITTEN INSTRUCTIONAL MATERIALS WAS STUDIED. RESEARCH BEARING ON THE VALIDITY, THE FORMAL CHARACTERISTICS, AND THE APPLICATION OF THE CLOSE READABILITY PROCEDURE ARE REVIEWED. THE RESEARCH ON VALIDITY IS ARRANGED UNDER THE FOLLOWING TOPICS--MEASUREMENT OF POST-READING KNOWLEDGE, MEASUREMENT OF KNOWLEDGE GAIN, MEASUREMENT OF PASSAGE DIFFICULTY, AND CLOSE TEST RELIABILITY. RESEARCH ON APPLICATION INCLUDES--DESIGNING THE TESTING PROCEDURE, MULTIPLE SAMPLING PROBLEMS, DESIGNS, PROBLEMS, DELETION PROCEDURE, TEST ADMINISTRATION, SCORING PROCEDURE, INTERPRETATION OF SCORES, CRITERION SCORE, AND REPORTING PASSAGE PROCEDURE SEEMED TO RESULT IN VALID MEASUREMENTS OF THE COMPREHENSION DIFFICULTY OF WRITTEN INSTRUCTIONAL MATERIALS. ITS ADVANTAGES ARE THAT (1) TEST ITEMS ARE EASILY MADE, (2) IRRELEVANT SOURCES OF VARIANCE ARE NOT INJECTED INTO THE MEASUREMENT OF DIFFICULTY, (3) RESULTS ARE MORE VALID THAN PRESENTLY AVAILABLE READABILITY FORMULAS, AND (4) IT IS APPLICABLE TO A WIDE RANGE OF EVALUATION TASKS. A BIBLIOGRAPHY IS INCLUDED. (RH)

ED 010 984

RE 000 021

READING COMPREHENSION DEVELOPMENT AS VIEWED FROM THE STANDPOINT OF TEACHER QUESTIONING STRATEGIES.

BY- GUSZAK, FRANK J.

EDRS PRICE MF-80.09 HC-80.60 15P.

DESCRIPTORS- #READING COMPREHENSION, #READING RESEARCH, #STUDENT TEACHER RELATIONSHIP, #TEACHER ROLE, GRADE 2, GRADE 4, GRADE 5, GROUP DYNAMICS, READING COMPREHENSION INVENTORY, READING PROCESSES, TEACHING METHODS, TEACHING PROCEDURES, TEST CONSTRUCTION, TEXAS,

AN INVESTIGATION TO DEVELOP PRACTICAL AND ECONOMICAL MEANS FOR DESCRIBING READING COMPREHENSION SKILLS AND TO DETERMINE TEACHER STRATEGIES FOR DEVELOPING THESE COMPREHENSION SKILLS WAS CONDUCTED. THE "READING COMPREHENSION INVENTORY" WAS DEVELOPED FROM A SYNTHESIS OF ELEMENTS COMMONLY AGREED TO CONSTITUTE READING COMPREHENSION. THE INVENTORY INCLUDED RECOGNITION, RECALL, TRANSLATION, CONJECTURE, EXPLANATION, AND EVALUATION. THESE COMPONENTS WERE ADOPTED FROM A CLASSIFICATION SCHEME BY ASCHNER AND GALLAGHER. A PILOT STUDY INDICATED THAT THE INSTRUMENT COULD BE USED RELIABLY BY DIFFERENT JUDGES. FOUR MAJOR STRATEGY AREAS OF TEACHER QUESTIONING ABOUT READING CONTENT WERE IDENTIFIED--INCIDENCE OF QUESTION TYPES, INCIDENCE OF CONGRUENCE BETWEEN THE QUESTION AND RESPONSE, MANIPULATION OF THE INTERACTION SURROUNDING A SINGLE QUESTION, AND RELATING QUESTIONS TO ONE ANOTHER. A SAMPLE OF FOUR TEACHERS AND THEIR STUDENTS AT EACH OF THE GRADE LEVELS 2, 4, AND 6 WERE RANDOMLY SELECTED FROM A POPULATION OF 106 TEACHERS IN A PUBLIC SCHOOL SYSTEM IN TEXAS. EACH READING GROUP WAS OBSERVED. INTERACTIONS BETWEEN TEACHER AND PUPILS WERE TAPE RECORDED DURING A 3-DAY PERIOD. THE INCIDENCE OF QUESTION TYPES WAS ANALYZED. TABLES, CONCLUSIONS, IMPLICATIONS, AND REFERENCES ARE INCLUDED. (BK)

ED 010 985

RE 000 022

THE EFFECT OF DIRECT INSTRUCTION IN VOCABULARY CONCEPTS ON READING ACHIEVEMENT.

BY- LIEBERMAN, JANET E.

PUB DATE FEB 67

EDRS PRICE MF-80.09 HC-80.56 14P.

DESCRIPTORS- #CONCEPT FORMATION, #READING ACHIEVEMENT, #READING RESEARCH, COMPARATIVE ANALYSIS, CONTEXT CLUES, DICTION, EXPERIENCE, GRADE 5, GREEK MYTHS, IOWA READING TEST, MATCHED GROUPS, STRUCTURAL ANALYSIS, TEACHING METHODS, VOCABULARY, VOCABULARY DEVELOPMENT,

THE EFFECTIVENESS OF TEACHING VOCABULARY CONCEPTS THROUGH DIRECT EXPERIENCE AND THE INFLUENCE ON READING ACHIEVEMENT AND CONCEPT ACHIEVEMENT WERE STUDIED. FORTY-TWO FIFTH-GRADE PUPILS DIVIDED INTO 21 PAIRS MATCHED ON SEX AND INTELLIGENCE WERE ASSIGNED RANDOMLY TO AN EXPERIMENTAL AND CONTROL GROUP. FOR 10 WEEKS, TWICE A WEEK FOR A TOTAL OF 40 LESSONS THE EXPERIMENTAL GROUP WAS TAUGHT VOCABULARY EMPHASIZING INSTRUCTION THROUGH DIRECT EXPERIENCE. THE CONTROL GROUP, FOR THE SAME PERIOD OF TIME, RECEIVED REGULAR INSTRUCTION WHICH STRESSED DICTION, STRUCTURAL ANALYSIS, ANTONYMS, SYNONYMS, AND CONTEXT CLUES. ALTERNATE FORMS OF THE IOWA READING TEST AND A VOCABULARY LIST WERE ADMINISTERED AS A PRE- AND POST-TEST TO MEASURE READING ACHIEVEMENT AND CONCEPT ACHIEVEMENT RESPECTIVELY. BOTH THE EXPERIMENTAL AND CONTROL GROUPS GAINED SIGNIFICANTLY IN READING ACHIEVEMENT AND CONCEPT DEVELOPMENT. NO SIGNIFICANT DIFFERENCE IN READING ACHIEVEMENT BETWEEN THE GROUPS WAS FOUND. HOWEVER, THE

EXPERIMENTAL GROUP SHOWED SIGNIFICANTLY GREATER GAINS IN CONCEPT ACHIEVEMENT. TEACHING PROCEDURES AND MATERIALS ARE DESCRIBED. IMPLICATIONS, SUGGESTIONS FOR FUTURE RESEARCH, AND REFERENCES ARE INCLUDED. (BK)

ED 010 986

RE 000 023

COUNSELING AND READING SKILLS FOR THE TERMINAL STUDENT.

BY- SCHÖENBECK, PAUL H.

PUB DATE 1 DEC 66

EDRS PRICE MF-80.09 HC-80.72 18P.

DESCRIPTORS- #COLLEGE INSTRUCTION, #GUIDANCE COUNSELING, #READING PROGRAMS, ACHIEVEMENT, CALIFORNIA, CLASSROOM ENVIRONMENT, GROUP TESTS, PROBLEMS, READING ABILITY, REMEDIAL READING, TERMINAL EDUCATION,

THE COUNSELING TECHNIQUES AND READING SKILLS FOR TERMINAL STUDENTS AT MIRACOSTA COLLEGE IN CALIFORNIA ARE DISCUSSED. AT MIRACOSTA COLLEGE, STUDENTS ARE ADMINISTERED A STANDARD GROUP DIAGNOSTIC READING TEST. TO INSURE COMMON UNDERSTANDING OF THEIR ABILITIES AND DEFICIENCIES, THEY ARE INFORMED OF TEST RESULTS. READING MATERIALS 2 YEARS BELOW THE LEVEL INDICATED BY THE STANDARDIZED TEST ARE USED INITIALLY. INITIAL SUCCESS AS WELL AS CLASSROOM CLIMATE IS IMPORTANT. COUNSELING IS CONDUCTED AT THE SAME TIME AS REMEDIAL READING IS TAUGHT AND IS A CONTINUOUS PROCESS. SELF-EVALUATION IS ALSO CONTINUOUS. PROBLEM AREAS INCLUDE THE LACK OF DIVERSIFIED MATERIAL, THE LACK OF TRAINED TEACHING PERSONNEL, THE LACK OF PUBLIC AWARENESS, AND THE USE OF LETTER GRADES AS AN EVALUATIVE DEVICE. THE BENEFITS FROM THE PROGRAM ARE INCREASED ENROLLMENT, LOW DROPOUT RATE, DEMANDS FOR COMMUNITY SERVICE, REALISTIC SELF-AFFRAISAL BY THE STUDENT, AND DEMAND FOR INSERVICE TRAINING. THIS PAPER WAS PRESENTED TO THE NATIONAL READING CONFERENCE (ST. PETERSBURG, DECEMBER 1, 1966). (BK)

ED 010 987

RE 000 024

LINGUISTICS AND READING, A SELECTIVE ANNOTATED BIBLIOGRAPHY FOR TEACHERS OF READING.

BY- BROZ, JAMES, JR. HAYES, ALFRED S.

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-80.09 HC-81.16 29P.

DESCRIPTORS- #BIBLIOGRAPHIES, #LANGUAGE DEVELOPMENT, #LINGUISTICS, #NON ENGLISH SPEAKING, DISTRICT OF COLUMBIA, LANGUAGE, LANGUAGE HANDICAPS, LANGUAGE INSTRUCTION, LANGUAGE TESTS, NONSTANDARD DIALECTS, READING DIFFICULTY, READING INSTRUCTION, READING PROCESSES, SPEECH, WRITTEN LANGUAGE,

AN ANNOTATED BIBLIOGRAPHY OF BOOKS, ARTICLES, BIBLIOGRAPHIES, AND STUDIES IN LINGUISTICS COMPILED BY THE CENTER FOR APPLIED LINGUISTICS FOR TEACHERS OF READING IS PRESENTED. THE MATERIALS ARE LISTED CHRONOLOGICALLY IN THREE GROUPS--PART 1, 1942-66, GENERAL REFERENCES REFLECTING THE THINKING OF LINGUISTS ABOUT LANGUAGE, ITS DEVELOPMENT AND GROWTH IN THE CHILD, AND RELATIONSHIPS BETWEEN SPEECH, PRINT, AND THE READING PROCESS; PART 2, 1960-66, REFERENCES DEALING WITH SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH OFTEN ASSOCIATED WITH THE SCHOOL PROBLEMS OF DISADVANTAGED YOUTH; AND PART 3, 1945-65, A LIMITED NUMBER OF REFERENCES TO THE SPECIAL ENGLISH LANGUAGE

PROBLEMS OF SPEAKERS OF OTHER LANGUAGES, INCLUDING SOME MATERIAL ON TESTING ENGLISH LANGUAGE PROFICIENCY. BECAUSE LITTLE WORK HAD BEEN DONE ON THE READING PROBLEMS OF SPEAKERS OF A DIVERGENT DIALECT OR OF A FOREIGN LANGUAGE, PARTS 2 AND 3 OF THE BIBLIOGRAPHY CONTAIN A FEW REFERENCES DEALING SPECIFICALLY WITH READING. REFERENCES TO OTHER BIBLIOGRAPHIES PUBLISHED BY THE CENTER ARE INCLUDED IN PART 3. AN ALPHABETICAL INDEX OF AUTHORS IS PROVIDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE EDUCATION AND RESEARCH PROGRAM, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVE., N.W., WASHINGTON, D.C. 20036. SINGLE COPIES ARE FREE; ADDITIONAL COPIES ARE \$0.25 EACH. (LS)

ED 010 988

RE 000 022

I. T. A. - WHAT NEXT.
BY- DOWNING, JOHN

PUB DATE 2 DEC 66

EDRS PRICE MF-80.09 HC-81.16 29P.

DESCRIPTORS- #ELEMENTARY EDUCATION, #INITIAL TEACHING ALPHABET, #ORTHOGRAPHIC SYMBOLS, #READING RESEARCH, #WRITTEN LANGUAGE, EXPERIMENTAL TEACHING, GREAT BRITAIN, LANGUAGE ENRICHMENT, READING INSTRUCTION, SPELLING, WORD RECOGNITION,

THE NECESSITY OF KEEPING AN EXPERIMENTAL, OPEN-MINDED OUTLOOK TOWARD FURTHER IMPROVEMENT IN THE INITIAL TEACHING ALPHABET (ITA) IS STRESSED. A LIMITED AMOUNT OF RESEARCH HAS LED TO THE CONCLUSION THAT THE TRADITIONAL ORTHOGRAPHY OF ENGLISH IS AN IMPORTANT CAUSE OF DIFFICULTY IN TEACHING AS WELL AS IN LEARNING READING AND WRITING IN ENGLISH-SPEAKING COUNTRIES. APPARENTLY, THE ORIGINAL ITA IDEA HAS BEEN MISCONSTRUED IN A LARGE NUMBER OF AMERICAN SCHOOLS. THE MISCONCEPTIONS IN A PUBLICATION BY V. OCHANIAN (1966) "CONTROL POPULATIONS IN ITA EXPERIMENTS" ARE DISCUSSED. THESE AMERICAN ALTERATIONS ARE CONTRASTED WITH THE TYPICAL BRITISH METHOD OF TEACHING ITA EXPERIMENTAL CLASSES. FUTURE USE OF ITA DEPENDS ON RESEARCH TO IMPROVE THE WRITING SYSTEM ITSELF IN ORDER TO PROVIDE GREATER EFFECTIVENESS IN THE TRANSFER TO READING AND WRITING IN THE CONVENTIONAL ORTHOGRAPHY OF ENGLISH. INFLUENCES WHICH MIGHT HINDER THE IMPROVEMENT OF THE ITA CONCEPT ARE DISCUSSED AND REFERENCES ARE GIVEN. THIS PAPER WAS PRESENTED TO THE NATIONAL READING CONFERENCE (ST. PETERSBURG, DECEMBER 2, 1966). (RH)

ED 010 989

RE 000 033

THE READING-ARITHMETIC-SKILLS PROGRAM, A RESEARCH PROJECT IN READING AND ARITHMETIC.
BY- CORLE, CLYDE G. COULTER, MYRON L.

PENNSYLVANIA SCHOOL STUDY COUNCIL, UNIVERSITY PARK

PUB DATE 64

EDRS PRICE MF-80.18 HC-82.40 60P.

DESCRIPTORS- #ACHIEVEMENT RATING, #ARITHMETIC, #ELEMENTARY SCHOOL STUDENTS, #READING SKILLS, #RELATIONSHIP, CALIFORNIA ARITHMETIC TEST, CALIFORNIA READING TEST, CORRELATION, GRADE 4, GRADE 5, GRADE 6, T RATION, TESTS OF SIGNIFICANCE, UNIVERSITY PARK, VERBAL READING ARITHMETIC SKILLS PROGRAM (RASP), WORD PROBLEMS,

AN INVESTIGATION WAS MADE TO DETERMINE WHETHER STUDENTS WHO RECEIVED SPECIFIC ASSISTANCE WITH READING SKILLS IN

ARITHMETIC SHOWED SUPERIOR ACHIEVEMENT IN THEIR READING AND ARITHMETIC WHEN COMPARED WITH A SIMILAR GROUP WHO DID NOT RECEIVE SUCH ASSISTANCE. FIFTEEN SCHOOLS WERE SELECTED FROM APPROXIMATELY 70 MEMBER SCHOOL DISTRICTS OF THE PENNSYLVANIA SCHOOL STUDY COUNCIL. TWO FOURTH-, FIFTH-, AND SIXTH-GRADE CLASSES WERE SELECTED FROM EACH SCHOOL. ONE CLASS SERVED AS THE EXPERIMENTAL GROUP AND THE OTHER AS THE CONTROL. DATA FOR EACH OF THE EXPERIMENTAL AND CONTROL CLASSROOMS ARE INCLUDED. ALTERNATE FORMS OF THE CALIFORNIA READING TEST, THE CALIFORNIA ARITHMETIC TEST, AND THE RASP TEST DEVELOPED BY THE INVESTIGATORS WERE ADMINISTERED AS PRE- AND POST-TESTS IN 10 READING COMPETENCIES BELIEVED TO BE NECESSARY FOR SOLVING VERBAL ARITHMETIC PROBLEMS. CLASSROOM TEACHERS WERE GIVEN DIRECTIONS FOR THE INSTRUCTIONAL PERIODS. MEAN GAINS, CORRELATIONS, FACTOR ANALYSIS, AND EIGENVALUE WERE USED TO ANALYZE THE DATA. ON EACH ACHIEVEMENT TEST, THE MEAN GAIN IN SCORES FROM PRE- TO POST-TEST WAS GREATER FOR THE EXPERIMENTAL GROUPS. CORRELATIONS BETWEEN SUBTESTS WERE POSITIVE. THE SIZE OF THE CORRELATION INCREASED AT EACH GRADE LEVEL. A GENERAL FACTOR ACCOUNTED FOR 72 PERCENT OF THE VARIANCE. CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS ARE PRESENTED. A BIBLIOGRAPHY AND TABLES ARE INCLUDED. (BK)

ED 010 990

RE 000 006

THE USE OF INSERVICE PROGRAMS TO DIAGNOSE SOURCES OF RESISTANCE TO INNOVATION.

BY- ROWE, MARY BUDD HURD, PAUL DEHART

PUB DATE 66

EDRS PRICE MF-80.09 HC-80.68 17P.

DESCRIPTORS- #CURRICULUM DEVELOPMENT, #ELEMENTARY SCHOOL SCIENCE, #INSERVICE TEACHER EDUCATION, BIOLOGY, INNOVATION, INSERVICE PROGRAMS, PHYSICAL SCIENCES,

FACTORS RELATED TO RESISTANCE TO INNOVATION IN THE ELEMENTARY SCHOOL SCIENCE CURRICULUM WERE IDENTIFIED THROUGH THE EVALUATION OF AN INSERVICE EDUCATION PROGRAM. THE SAMPLE WAS COMPOSED OF 290 ELEMENTARY TEACHERS AND ADMINISTRATORS WITH VARIED MATHEMATICS AND SCIENCE BACKGROUNDS, TEACHING EXPERIENCE, AND TEACHING OR ADMINISTRATIVE ASSIGNMENTS. TWICE DURING THE YEAR, THE TEACHERS ATTENDED THREE, 3-HOUR LESSONS IN AN ELEMENTARY SCIENCE INSERVICE PROGRAM. INTEREST AND UTILITY SCALES WERE ADMINISTERED AFTER EACH LESSON AND QUESTIONNAIRES WERE ADMINISTERED AFTER EACH OF THE TWO MAJOR SESSIONS. ALL TEACHERS INDICATED INTEREST IN THE PROGRAM. TEACHERS WITH 10 TO 20 YEARS OF EXPERIENCE WERE NOT AS INTERESTED, NOR DID THEY FIND THE PROGRAM AS USEFUL, AS THE OTHER EXPERIENCE SUBGROUPS. TEACHERS WITH UP TO 15 HOURS OF COLLEGE MATHEMATICS FOUND THE PROGRAM MORE USEFUL THAN TEACHERS WITH MORE HOURS OF MATHEMATICS. THERE WAS NO SIGNIFICANT RELATIONSHIP BETWEEN THE TEACHERS' SCIENCE BACKGROUND, WHETHER THEY HAD TAKEN A SCIENCE METHODS COURSE, AND THEIR RATING OF THE PROGRAM FOR USEFULNESS AND INTEREST. THE TEACHERS INDICATED A BELIEF THAT CHILDREN LEARN BEST BY DOING, BUT EXPRESSED A CONCERN FOR RELATED DISCIPLINE PROBLEMS. ADMINISTRATORS WERE MORE CONCERNED WITH THE TEACHER'S LACK OF KNOWLEDGE OF SCIENCE CONTENT THAN WITH DISCIPLINE PROBLEMS ARISING FROM STUDENT ACTIVITIES. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 4, ISSUE 1, 1966. (AG)

REPORT RESUMES

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ED 010 991

SE 000 019

BIOLOGICAL EDUCATION IN AMERICAN SECONDARY SCHOOLS 1890-1960.
 BY- HURD, PAUL DEHART
 AMERICAN INST. OF BIOLOGICAL SCIENCES
 REPORT NUMBER BSCS-BULL-1
 EDRS PRICE MF-30.45 HC-310.76 269F.

PUB DATE 1 FEB 61

DESCRIPTORS- *BIOLOGY, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, AMERICAN INSTITUTE OF BIOLOGICAL SCIENCES, BIOLOGICAL SCIENCES CURRICULUM STUDY, COURSE CONTENT, CURRICULUM, DISTRICT OF COLUMBIA, EDUCATIONAL OBJECTIVES, HISTORY, NATIONAL SCIENCE FOUNDATION, TEACHING METHODS, TEXTBOOKS.

CHANGES IN AMERICAN SECONDARY SCHOOL BIOLOGICAL EDUCATION DURING THE PERIOD 1890-1960 ARE DESCRIBED. INFORMATION FROM THE REPORTS OF IMPORTANT COMMITTEES SUMMARIZES CHANGES IN BIOLOGICAL EDUCATION DURING EACH DECADE OF THE PERIOD COVERED BY THE STUDY. CHANGES IN COURSE CONTENT, TEACHING METHODOLOGY, AND RATIONALE ARE RELATED TO CORRESPONDING CHANGES IN SOCIAL STRUCTURE, EDUCATIONAL PHILOSOPHY, AND EXISTING KNOWLEDGE OF LEARNING THEORY. TOPICAL AREAS ANALYZED INCLUDE (1) COURSE OBJECTIVES, (2) CRITERIA FOR THE SELECTION OF COURSE CONTENT, (3) TEXTBOOKS, (4) THE LEARNING OF BIOLOGY, AND (5) INSTRUCTIONAL RESOURCES. UNRESOLVED PROBLEMS IN BIOLOGICAL EDUCATION AND PROBLEMS AND ISSUES IN TEACHING BIOLOGY ARE DISCUSSED. (AG)

ED 010 992

SE 000 026

FACTORS RELATED TO ACHIEVEMENT IN JUNIOR HIGH SCHOOL SCIENCE IN DISADVANTAGED AREAS OF NEW YORK CITY.
 BY- GIDDINGS, MORSLEY G.

PUB DATE 66

EDRS PRICE MF-30.00 HC-30.40 10P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ACHIEVEMENT, *DISADVANTAGED YOUTH, ECONOMICALLY DISADVANTAGED, GRADE 9, SECONDARY SCHOOL SCIENCE, SOCIOECONOMIC BACKGROUND,

FACTORS ASSOCIATED WITH ACHIEVEMENT IN SCIENCE BY DISADVANTAGED JUNIOR HIGH SCHOOL STUDENTS ARE IDENTIFIED. STUDENTS WITH IQ SCORES OF 97 OR HIGHER WERE CLASSIFIED AS EITHER SUCCESSFUL OR UNSUCCESSFUL ON THE BASIS OF SCORES FROM A GENERAL SCIENCE TEST. DATA FROM STUDENT INFORMATION SHEETS, INTERVIEWS WITH PARENTS, AND STUDENT CUMULATIVE RECORDS WERE EXAMINED FOR SIGNIFICANT SOCIOECONOMIC BACKGROUND DIFFERENCES BETWEEN THE TWO GROUPS. UNSUCCESSFUL SCIENCE STUDENTS WERE USUALLY MEMBERS OF LARGE FAMILIES, BUT THE PARENTS OF THE STUDENTS IN THE TWO GROUPS DID NOT DIFFER SIGNIFICANTLY IN EDUCATIONAL BACKGROUND OR SOCIOECONOMIC LEVEL. PARENTS OF SUCCESSFUL STUDENTS PROVIDED THEIR CHILDREN WITH MORE READING MATERIALS AND LIVING SPACE CONDUCIVE TO STUDY THAN DID THOSE OF UNSUCCESSFUL STUDENTS. SUCCESSFUL STUDENTS DEVOTED MORE TIME TO THEIR ASSIGNMENTS, HAD A MORE FAVORABLE ATTITUDE TOWARD SCIENCE, AND MADE BETTER SCORES ON OBJECTIVE TESTS IN OTHER ACADEMIC AREAS THAN UNSUCCESSFUL STUDENTS. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 4, ISSUE 2, 1966. (AG)

ED 010 993

SE 000 027

COOPERATIVE DEVELOPMENT OF LOCALLY ORIENTED ACHIEVEMENT TESTS IN CHEMISTRY.

BY- SCHMITT, J.A. AND OTHERS

PUB DATE 66

EDRS PRICE MF-30.00 HC-30.44 11P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *CHEMISTRY, *COGNITIVE DEVELOPMENT, *SECONDARY SCHOOL SCIENCE, *STUDENT EVALUATION, CHEMISTRY REGENTS EXAMINATION, EVALUATION, NEW YORK, TEST CONSTRUCTION,

HIGH SCHOOL CHEMISTRY UNIT TESTS AND A PRETEST DESIGNED TO PREDICT STUDENT SUCCESS ON A STATE CHEMISTRY EXAMINATION WERE CONSTRUCTED. HIGH SCHOOL SCIENCE TEACHERS AND UNIVERSITY SCIENCE EDUCATORS USED BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES TO CLASSIFY TEST QUESTIONS ACCORDING TO THE DEGREE THAT THEY INVOLVED RECALL, COMPREHENSION, APPLICATION, OR HIGHER COMPETENCIES. RESULTS FROM TRIAL USE OF THE INSTRUMENTS WERE ANALYZED THROUGH ITEM ANALYSIS. REVISED FORMS OF THE TEST WERE USED AS REGULAR EXAMINATIONS FOR APPROXIMATELY 1,200 STUDENTS DURING 1 SCHOOL YEAR. CORRELATIONS BETWEEN UNIT TESTS, AND UNIT TESTS AND PRETESTS WERE DETERMINED. MULTIVARIATE ANALYSIS WAS USED TO IDENTIFY COMBINATIONS OF TESTS THAT WERE THE BEST PREDICTORS OF STUDENT SUCCESS ON THE STATE EXAMINATION. CORRELATIONS WERE ALSO DETERMINED FOR STUDENTS' TOTAL SCORES ON DIFFERENT CLASSES OF QUESTIONS ON ALL TESTS. INTERCORRELATIONS BETWEEN THE UNIT TESTS AND THE PRETESTS RANGED FROM .45 TO .78. THOSE FOR THE UNIT TESTS RANGED FROM .61 TO .78. MULTIPLE CORRELATION COEFFICIENTS FOR DIFFERENT COMBINATIONS OF PREDICTING INSTRUMENTS RANGED FROM .75 TO .84.

INTERCORRELATIONS FOR THE FOUR CATEGORIES OF TEST QUESTIONS RANGED FROM .80 TO .87. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 4, ISSUE 2, 1966. (AG)

ED 010 994

SE 000 043

A STUDY OF SMALL GROUP DYNAMICS AND PRODUCTIVITY IN THE BSCS LABORATORY BLOCK PROGRAM.

BY- HURD, PAUL DEHART ROME, MARY BUDD

PUB DATE 66

EDRS PRICE MF-30.00 HC-30.44 11P.

DESCRIPTORS- *BIOLOGY, *GROUP DYNAMICS, *SECONDARY SCHOOL SCIENCE, *SMALL GROUP INSTRUCTION, ACADEMIC ACHIEVEMENT, BIOLOGICAL SCIENCE CURRICULUM STUDY, BIOLOGICAL SCIENCE CURRICULUM STUDY LABORATORY BLOCKS,

THE RELATIONSHIP BETWEEN SMALL GROUP COMPATIBILITY AND ACHIEVEMENT IN THE BIOLOGICAL SCIENCE CURRICULUM STUDY LABORATORY BLOCK PROGRAM WAS TESTED. STUDENTS IN 14 CLASSES FROM FOUR HIGH SCHOOLS WERE ASSIGNED TO FOUR-MEMBER LABORATORY GROUPS CLASSIFIED AS COMPATIBLE OR INCOMPATIBLE. GROUP CLASSIFICATION WAS VALIDATED BY OBSERVERS WHO WERE NOT AWARE OF THE INITIAL CLASSIFICATION. THE TWO CATEGORIES OF GROUPS WERE EQUATED FOR SCHOLASTIC ABILITY AND BIOLOGY ACHIEVEMENT. DATA INCLUDED EFFICIENCY RATINGS AND PARTICIPATION INDEXES DETERMINED BY OBSERVERS, AND FINAL TEST RESULTS. SPEARMAN RANK ORDER CORRELATIONS BETWEEN PREDICTED GROUP COMPATIBILITY SCORES, BIOLOGICAL SCIENCE CURRICULUM STUDY BLUE VERSION FINAL EXAMINATION SCORES, MEAN GROUP EFFICIENCY SCORES, AND GROUP PARTICIPATION INDEX SCORES WERE DETERMINED. THE PERFORMANCE OF INCOMPATIBLE GROUPS IN COLLEGE-BOUND CLASSES TENDED TO BE HIGHER THAN THOSE IN

COMPATIBLE GROUPS. PERFORMANCE OF NONCOLLEGE-BOUND STUDENTS TENDED TO INCREASE WITH PREDICTED COMPATIBILITY. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 4, ISSUE 2, 1966. (AG)

ED 010 995 SE 000 046
INQUIRY TRAINING AND PROBLEM SOLVING IN ELEMENTARY SCHOOL CHILDREN.
BY- BUTTS, DAVID P. JONES, HOWARD L.
PUB DATE 66
EDRS PRICE MF-\$0.09 HC-\$0.48 12P.

DESCRIPTORS- #CONCEPT FORMATION, #ELEMENTARY SCHOOL SCIENCE, #INSTRUCTION, #PHYSICAL SCIENCES, #PROBLEM SOLVING, COGNITIVE DEVELOPMENT, QUESTIONING TECHNIQUES.

THE EFFECT OF PLANNED GUIDANCE ON THE PROBLEM-SOLVING BEHAVIOR OF ELEMENTARY STUDENTS WAS INVESTIGATED. FACTORS RELATED TO CHANGES IN PROBLEM-SOLVING BEHAVIORS WERE IDENTIFIED. APPROXIMATELY 50 PERCENT OF THE SIXTH-GRADE STUDENTS INCLUDED IN THE STUDY WERE GIVEN INQUIRY TRAINING 30 TO 60 MINUTES DAILY FOR 3 WEEKS. AN INVENTORY OF SCIENCE PROCESSES WAS CONSTRUCTED FOR THE STUDY. QUESTIONS INCLUDED IN THE INSTRUMENT WERE STUDIED BY A PANEL OF SCIENCE EDUCATORS AND ANALYZED FOR VALIDITY AND RELIABILITY. STUDENTS WERE PRE-TESTED AND POST-TESTED FOR KNOWLEDGE OF SCIENCE AND ABILITY TO USE THE PROCESSES RELATED TO PROBLEM-SOLVING IN SCIENCE. OTHER DATA WERE OBTAINED FROM STUDENT RECORDS. THERE WAS A SIGNIFICANT RELATIONSHIP BETWEEN INQUIRY TRAINING AND CHANGES IN THE PROBLEM-SOLVING BEHAVIORS OF STUDENTS, BUT NO SIGNIFICANT RELATIONSHIP BETWEEN INQUIRY TRAINING AND CONCEPT TRANSFER OR CHANGES IN RECALL OF FACTUAL KNOWLEDGE. OTHER ANALYSES INDICATED NO RELATIONSHIP BETWEEN MEASURED INTELLIGENCE, CHRONOLOGICAL AGE, SCIENCE FACTUAL KNOWLEDGE, OR SEX AND CHANGES IN PROBLEM-SOLVING BEHAVIORS THAT OCCUR IN CONJUNCTION WITH INQUIRY TRAINING. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 4, ISSUE 2, 1966. (AG)

ED 010 996 SE 000 064
RIGIDITY IN CHILDREN'S PROBLEM SOLVING.
BY- CUNNINGHAM, JOHN D.
PUB DATE APR 66
EDRS PRICE MF-\$0.09 HC-\$0.58 17P.

DESCRIPTORS- #COGNITIVE DEVELOPMENT, #ELEMENTARY SCHOOL SCIENCE, #MENTAL RIGIDITY, #PROBLEM SOLVING, EINSTELLING RIGIDITY, NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING, SCIENCE CURRICULUM IMPROVEMENT STUDY.

RESEARCH FINDINGS RELATED TO RIGIDITY IN CHILDREN'S PROBLEM-SOLVING ACTIVITIES ARE REVIEWED. EINSTELLING RIGIDITY WHICH AFFECTS CHILDREN'S PERFORMANCE IN PROBLEM SOLVING IS CAUSED BY THE MATERIALS AND THE SEQUENCE OF EVENTS INVOLVED IN PROBLEM SITUATIONS. FUNCTIONAL FIXATION OCCURS WHEN CHILDREN ARE UNABLE TO USE OBJECTS FOR PROCESSES IN THE SOLUTION OF NEW PROBLEMS DUE TO THEIR PREVIOUS USE IN UNRELATED PROBLEMS. SUSCEPTIBILITY TO RIGIDITY AND ABILITY TO OVERCOME IT HAVE BEEN RELATED TO PERSONALITY TYPES, SITUATIONAL FACTORS, EFFECT OF PREVIOUS EXPERIENCE ON PERCEPTIONS, PSYCHOLOGICAL STRESS, AGE, SEX, AND INTELLIGENCE. FLEXIBILITY IN PROBLEM SOLVING IS A TYPE OF

LEARNED BEHAVIOR. STUDENTS EXPOSED TO A VARIETY OF PROBLEMS ARE ABLE TO MAKE A SMOOTHER TRANSITION TO NEW PROBLEMS THAN THOSE THAT HAVE BEEN DRILLED ON MANY SIMILAR PROBLEMS. PERMISSIVE TEACHING SITUATIONS AND SOCRATIC QUESTIONING MAY ALSO CONTRIBUTE TO THE DEVELOPMENT OF FLEXIBILITY IN STUDENTS PROBLEM SOLVING BEHAVIORS. THIS ARTICLE IS PUBLISHED IN "SCHOOL SCIENCE AND MATHEMATICS," VOLUME 66, NUMBER 4, WHOLE 582, APRIL 1966. (AG)

ED 010 997 SE 000 145
BIBLIOGRAPHY OF SCIENCE COURSES OF STUDY AND TEXTBOOKS FOR GRADES 7-12.
NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.
PUB DATE 66
EDRS PRICE MF-\$0.09 HC-\$1.00 45P.

DESCRIPTORS- #BIBLIOGRAPHIES, #COURSES, #SECONDARY SCHOOL SCIENCE, #TEXTBOOKS, BIOLOGY, CHEMISTRY, DISTRICT OF COLUMBIA, GENERAL SCIENCE, NATIONAL EDUCATION ASSOCIATION, NATIONAL SCIENCE TEACHERS ASSOCIATION, NATURAL SCIENCES, PHYSICAL SCIENCES, PHYSICS.

BIBLIOGRAPHIC INFORMATION PERTAINING TO CURRENT BOOKS AND RECENTLY PREPARED COURSES OF STUDY FOR SCIENCE IN GRADES 7 THROUGH 12 COMPOSE THE TWO DIVISIONS OF THE VOLUME. APPROXIMATELY 120 COURSES OF STUDY FOR JUNIOR AND SENIOR HIGH SCHOOL SCIENCE ARE LISTED. ALL HAVE BEEN PREPARED SINCE 1960, AND ALL ARE AVAILABLE FROM STATE OR LOCAL SCHOOL UNITS IN THE UNITED STATES. EACH ENTRY INCLUDES THE TITLE, COST, SOURCE OF COPIES, AND THE GRADE LEVEL OR ACADEMIC SUBJECT FOR WHICH IT WAS PREPARED. INFORMATION INCLUDED WAS SOLICITED FROM MEMBERS OF THE NATIONAL SCIENCE SUPERVISORS ASSOCIATION, ALL STATE DEPARTMENTS OF EDUCATION, AND SCHOOL SYSTEMS. THE TEXTBOOK SEGMENT OF THIS PUBLICATION INCLUDES MATERIAL FOR GENERAL SCIENCE AND COMPUTER SCIENCE, EARTH SCIENCE, BIOLOGY, CHEMISTRY, PHYSICAL SCIENCE, AND PHYSICS. IN ADDITION, THERE IS A LISTING OF PROGRAM MATERIALS, SCIENCE EXPERIMENTS, AND TEACHER REFERENCES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE PUBLICATION SALES SECTION, NEA, 1201 SIXTEENTH ST. N.W., WASHINGTON, D.C. 20036, FOR \$1.00. THE STOCK NUMBER IS 471-14296. (RS)

ED 010 998 SE 000 638
CONCEPT DEVELOPMENT MATERIALS FOR GIFTED ELEMENTARY PUPILS--FINAL REPORT OF FIELD TESTING.
BY- SANDS, THEODORE AND OTHERS
ILLINOIS STATE UNIV., NORMAL
PUB DATE 66
EDRS PRICE MF-\$0.09 HC-\$2.00 50P.

DESCRIPTORS- #ABLE STUDENTS, #CONCEPT FORMATION, #ELEMENTARY SCHOOL SCIENCE, ADVANTAGED PROGRAMS, CURRICULUM DEVELOPMENT, GRADE PLACEMENT, INDEPENDENT STUDY, NORMAL, READING ABILITY, RESEARCH REPORTS.

AN ANALYSIS OF A FIELD TEST OF SCIENCE LEARNING MATERIALS FOR ABLE ELEMENTARY STUDENTS IS REPORTED. THE LEARNING MATERIALS FIELD TESTED AND EVALUATED WERE UNGRADED INDEPENDENT STUDY KITS. THEY WERE DESIGNED FOR MAXIMUM SUITABILITY REGARDLESS OF TEACHER OR SCHOOL CIRCUMSTANCES. THE LEARNING MATERIALS INVOLVED CONCEPT FORMATION IN THE TOPICS OF ATOMS, MOLECULES, AND MEASUREMENT. TWO HUNDRED

FIFTY-NINE STUDENTS FROM 31 DIFFERENT ILLINOIS SCHOOLS USED THE MATERIALS. STUDENTS IN THE STUDY WERE SELECTED BY THEIR TEACHERS AND ADMINISTRATORS. METHODS OF USING THE MATERIALS WERE ESTABLISHED BY THE TEACHERS. PRE-TESTS AND POST-TESTS WERE ADMINISTERED TO THE STUDENTS. RESULTS ARE REPORTED FOR EACH TEST ITEM AND EACH GRADE LEVEL. THE AUTHORS CONCLUDED THE LEARNING MATERIALS TESTED CAN BE USED EFFECTIVELY. GREATER SUCCESS IN USE IS PREDICTED FOR GRADES 2 AND 3 THAN FOR GRADES 1 AND 4. (RS)

ED 010 999

SE 000 682

SCIENCE EDUCATION IN THE JUNIOR COLLEGE, PROBLEMS AND PRACTICES.

BY- EISS, ALBERT F.

NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-80.18 HC-82.52 63P.

DESCRIPTORS- *COLLEGE SCIENCE, *CONFERENCES, *GENERAL EDUCATION SCIENCE, *SCIENCE EDUCATION, *SCIENCE INSTRUCTION, *VOCATIONAL EDUCATION, BIOLOGY, COMMISSION ON THE EDUCATION OF TEACHERS OF SCIENCE, DISTRICT OF COLUMBIA, JUNIOR COLLEGES, NATIONAL SCIENCE TEACHERS ASSOCIATION, PHYSICAL SCIENCES, REPORTS, SPACE SCIENCE, TEACHER RESOURCE MATERIALS,

MAJOR ADDRESSES AND SUMMARIES OF GROUP ACTIVITIES FROM FOUR CONFERENCES ON TEACHING SCIENCE IN THE JUNIOR COLLEGE ARE PRESENTED. THE PRESENT STATUS OF JUNIOR COLLEGE SCIENCE IS EXAMINED AND SUGGESTIONS ARE MADE FOR IMPROVEMENT. NEW APPROACHES TO PHYSICAL SCIENCE AND BIOLOGICAL ASPECTS OF THE SPACE PROGRAM ARE CONSIDERED. WORKING GROUP REPORTS INCLUDE INFORMATION RELATED TO GENERAL EDUCATION SCIENCE, TECHNICAL EDUCATION, BIOLOGY AND PHYSICAL SCIENCE LABORATORY PROGRAMS, STUDENT BACKGROUND, AND TRANSFER STUDENTS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL SCIENCE TEACHERS ASSOCIATION, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C., 20036, FOR \$1.00. (AG)

ED 011 000

SE 000 752

THEORY INTO ACTION...IN SCIENCE CURRICULUM DEVELOPMENT.

NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.

PUB DATE 64

EDRS PRICE MF-80.09 HC-82.08 55P.

DESCRIPTORS- *CONCEPTUAL SCHEMES, *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL SCIENCE, *SCIENTIFIC LITERACY, *SCIENTIFIC METHODOLOGY, *SECONDARY SCHOOL SCIENCE, CONCEPT FORMATION, DISTRICT OF COLUMBIA, TEACHING METHODS,

A THEORETICAL FRAMEWORK AND GUIDELINES FOR SCIENCE CURRICULUM DEVELOPMENT ARE PRESENTED IN THIS VOLUME. THE BOOKLET CONSISTS OF THREE SECTIONS PLUS AN APPENDIX. IN THE FIRST SECTION A SCIENCE EDUCATOR PROPOSES A PLAN FOR SCIENCE TEACHING COMPATIBLE WITH THE NATURE OF SCIENCE, CULTURAL CHANGES, AND THE EXPANDING DOCK OF KNOWLEDGE. THE CHOICE OF INSTRUCTIONAL MATERIALS FOR TEACHING CONCEPTUAL SCHEMES AND SCIENTIFIC SKILLS IS DISCUSSED. THE SECOND SECTION OF THE VOLUME IS A COMMITTEE REPORT CONTAINING A LIST OF SEVEN CONCEPTUAL SCHEMES OF SCIENCE AND A LIST OF FIVE MAJOR CONSTITUENTS OF THE SCIENTIFIC PROCESS. EACH LISTED ITEM IS DISCUSSED. PLANS AND SUGGESTIONS FOR A LOCAL ACTION PROGRAM TO FOSTER CURRICULUM DEVELOPMENT CONSTITUTE THE THIRD SECTION

OF THE BOOKLET. THE ESSENTIAL COMPONENTS FOR A LOCAL ACTION PROGRAM ARE LISTED. TWELVE GUIDELINES FOR DEVELOPING A COORDINATED K-12 PROGRAM ARE ALSO LISTED AND DISCUSSED. THE APPENDIX INCLUDES THE NATIONAL SCIENCE TEACHERS ASSOCIATION POSITION ON CURRICULUM DEVELOPMENT IN SCIENCE AND A BIBLIOGRAPHY. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL SCIENCE TEACHERS ASSOCIATION, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036, FOR \$1.50. THE STOCK NUMBER IS 471-14282. (RS)

ED 011 001

SE 000 848

GUIDELINES FOR DEVELOPMENT OF PROGRAMS IN SCIENCE INSTRUCTION, REPORT OF A STUDY, MAKING SPECIFIC REFERENCE TO THE TEACHING FUNCTION OF THE LABORATORY IN SECONDARY SCHOOL SCIENCE PROGRAM.

NATIONAL ACADEMY OF SCIENCES-NATIONAL RES. COUNCIL
REPORT NUMBER PUB-1093

PUB DATE MAY 63

EDRS PRICE MF-80.18 HC-83.16 75P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *LABORATORY ACTIVITIES, *LEARNING THEORIES, *SECONDARY SCHOOL SCIENCE, *TEACHER EDUCATION, BIOLOGICAL SCIENCE CURRICULUM STUDY (BSCS), BIOLOGY, CHEMICAL BOND APPROACH (CBA), CHEMICAL EDUCATIONAL MATERIALS STUDY (CEMS), CHEMISTRY, DISTRICT OF COLUMBIA, FILMS, PHYSICAL SCIENCE STUDY COMMITTEE (PSSC), PHYSICS, SCIENCE FACILITIES,

A DISCUSSION OF THE GENERAL PHILOSOPHY AND PRINCIPLES OF SCIENCE EDUCATION WITH PARTICULAR REFERENCE TO LABORATORY WORK AND SUGGESTIONS FOR THE IMPROVEMENT OF SCIENCE TEACHING ARE PRESENTED. THE DISCUSSION OF GENERAL PRINCIPLES INCLUDES SUCH TOPICS AS (1) THE PURPOSE OF THE LABORATORY IN SCIENCE TEACHING, (2) THE NATURE OF THE CURRENT SCIENTIFIC ENDEAVOR, (3) LEARNING THEORY AND ITS IMPLICATIONS FOR LABORATORY STUDY, (4) STUDENT TRAITS, (5) THE PREPARATION OF TEACHERS, (6) THE PHYSICAL PLANT AND FACILITIES, AND (7) RECENT EXPERIMENTAL APPROACHES TO THE SECONDARY SCHOOL SCIENCE CURRICULUM. SUGGESTIONS RELATED TO THE TEACHING OF SCIENCE ARE OFFERED FOR THE SAME TOPICS. APPENDICES IN THIS WORK INCLUDE COURSE TOPICS AND ANNOTATED FILM LISTS FOR PSSC PHYSICS, BSCS BIOLOGY, CBA CHEMISTRY, AND CEMS CHEMISTRY. A LIST OF GENERAL REFERENCES IS ALSO INCLUDED. (RS)

ED 011 002

SE 000 860

TEACHING HIGH SCHOOL BIOLOGY--A GUIDE TO WORKING WITH POTENTIAL BIOLOGISTS.

BY- BRANDWEIN, PAUL F. AND OTHERS
AMERICAN INST. OF BIOLOGICAL SCIENCES

PUB DATE 62

EDRS PRICE MF-80.18 HC-85.00 127P.

DESCRIPTORS- *ABLE STUDENTS, *BIOLOGY, *SECONDARY SCHOOL SCIENCE, *STUDENT RESEARCH, *TEACHING METHODS, BIBLIOGRAPHIES, DISTRICT OF COLUMBIA, NATURAL SCIENCES, STUDENT PROJECTS, TEACHING TECHNIQUES,

THIS VOLUME CONTAINS A COLLECTION OF PAPERS CONCERNING GIFTED HIGH SCHOOL STUDENTS AND IDENTIFIES PROCEDURES TEACHERS CAN USE TO GUIDE SUCH STUDENTS IN BIOLOGICAL INVESTIGATIONS. THE FIRST FOUR CHAPTERS SUMMARIZE CURRENT INFORMATION ABOUT (1) TRAITS OF CREATIVE STUDENTS, (2) PROMISING PROCEDURES AND TECHNIQUES FOR WORKING WITH CAPABLE

BIOLOGY STUDENTS, (3) THE NECESSARY SCHOOL ENVIRONMENT AND ASSISTANCE TO GIVE STUDENTS WHO ARE STARTING INVESTIGATIONS, AND (4) NEEDS OF LIBRARIES ADEQUATE FOR STUDENT RESEARCH. CHAPTER FIVE IS A BIBLIOGRAPHY CONCERNING GIFTED STUDENTS. THE APPENDICES INCLUDE SPECIFIC INFORMATION ABOUT (1) A PROJECT ROOM EQUIPPED FOR BIOLOGY, (2) SAFETY PRACTICES, (3) ANIMAL CARE, (4) KINDS OF STUDENT PROJECTS, (5) TYPES OF STUDENT REPORTS, (6) EXAMPLES OF TEACHER PROJECTS, (7) A SAMPLE BIOLOGY SEMINAR, (8) A COMMUNITY SEMINAR PROJECT, AND (9) A NATIONAL PROJECT TO STIMULATE INDIVIDUAL WORK IN BIOLOGY. (RS)

ED 011 003

POLICIES, STATE TEACHER SCHOLARSHIP PROGRAM.
GEORGIA STATE DEPT. OF EDUCATION, ATLANTA

SP 000 161

PUB DATE AUG 65

EDRS PRICE MF-\$0.09 HC-\$0.16 4P.

DESCRIPTORS- #GRADUATE STUDY, #PRESERVICE EDUCATION,
#SCHOLARSHIPS, ATLANTA,

A SCHOLARSHIP PROGRAM FOR PROSPECTIVE TEACHERS IN GEORGIA IS OPEN TO HIGH SCHOOL STUDENTS IN THE UPPER 20 PERCENT OF THEIR GRADUATING CLASSES AND TO COLLEGE STUDENTS IN UNDERGRADUATE TEACHER EDUCATION PROGRAMS WHO HAVE HAD AND CONTINUE TO MAINTAIN A "B" AVERAGE. SCHOLARSHIPS OF UP TO \$5,000 ANNUALLY IN ACCREDITED GEORGIA COLLEGES ARE BASED ON NEED AND TUITION COSTS. RECIPIENTS ARE OBLIGATED TO TEACH IN GEORGIA SCHOOLS FOR 3 TO 5 YEARS, DEPENDING ON THE AMOUNT OF SCHOLARSHIP AID RECEIVED. OTHERWISE, THE SCHOLARSHIP IS TREATED AS A LOAN TO BE REPAYED WITH INTEREST. SCHOLARSHIP RECIPIENTS MAY ALSO RECEIVE ASSISTANCE FOR UP TO FOUR QUARTERS OF GRADUATE STUDY LEADING TO THE MASTER'S DEGREE IN EDUCATION, AND TO FIFTH-YEAR CERTIFICATION LIMITED TO 25 STUDENTS PER YEAR. (RP)

ED 011 004

OVERSEAS EDUCATION ASSOCIATION QUESTIONNAIRE. (TITLE
SUPPLIED).

SP 000 175

OVERSEAS EDUCATION ASSN., NEW YORK, N.Y.

PUB DATE MAR 66

EDRS PRICE MF-\$0.09 HC-\$0.76 18P.

DESCRIPTORS- #CLASS SIZE, #TEACHING CONDITIONS, #TEACHING
LOAD, NEW YORK CITY, OVERSEAS DEPENDENTS' SCHOOLS,

AS A BASIS FOR IMPROVING THE EDUCATION OF THE 180,000 CHILDREN OF OVERSEAS AMERICAN MILITARY AND CIVILIAN PERSONNEL, 1,639 TEACHERS IN 265 OF THE 327 DEPARTMENT OF DEFENSE OVERSEAS DEPENDENTS SCHOOLS IN 28 COUNTRIES RESPONDED TO A 19-ITEM QUESTIONNAIRE COVERING TEACHING EXPERIENCE, EDUCATIONAL BACKGROUND, PERSONNEL PRACTICES, CLASSROOM MATERIALS, CLASS SIZE, AND TEACHING LOAD. DISTRIBUTIONS OF AMOUNT OF OVERSEAS TEACHING EXPERIENCE (AVERAGE OF 3.3 YEARS) AND OF FORMAL EDUCATION AMONG ELEMENTARY TEACHERS SHOW INCREASES IN PROPORTIONS OF ADVANCED DEGREE HOLDERS WITH INCREASES IN TEACHING EXPERIENCE. ONE THIRD OF THE SECONDARY SCHOOL TEACHERS HELD ADVANCED DEGREES. SIXTEEN PERCENT OF THE ELEMENTARY TEACHERS AND 21 PERCENT OF THE SECONDARY TEACHERS WERE TEACHING PARTLY OR WHOLLY OUT OF THEIR FIELD OF TRAINING. ONE OF EVERY SIX OVERSEAS TEACHERS (MOSTLY WIVES OF MILITARY PERSONNEL) WAS HIRED LOCALLY, MOST BUT NOT ALL OF

WHOM MET STATEWIDE REQUIREMENTS FOR TEACHING. FOR THESE PERSONS, THE SECURITY AND TENURE PROVISIONS APPLICABLE TO "REGULAR" TEACHERS HAVE NOT BEEN IN EFFECT BUT ARE STRONGLY RECOMMENDED. "DRASTIC" SHORTAGES OF BOOKS, SUPPLIES, AND TEACHERS (PARTICULARLY SECONDARY SCHOOL TEACHERS OF SPECIALIZED SUBJECTS) WERE REPORTED AND, ALSO, CLASS SIZE IN EXCESS OF STATEWIDE MEDIAN. PROVISIONS FOR SABBATICALS AND LEAVES OF ABSENCE, BUDGETING BASED ON STATEWIDE PRACTICES, AND A SINGLE MANAGER FOR OVERSEAS SCHOOLS AND SCHOOL AREAS WERE RECOMMENDED. (LC)

ED 011 005

MASTER OF ARTS IN TEACHING, EMPHASIS ON THE TEACHING OF
DISADVANTAGED ADOLESCENTS.JOHN CARROLL UNIV., CLEVELAND, OHIO
CLEVELAND PUBLIC SCHOOLS, OHIO

SP 000 210

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

DESCRIPTORS- #DISADVANTAGED YOUTH, #GRADUATE STUDY, #TEACHER
EDUCATION, CLEVELAND,

TO ATTRACT OUTSTANDING ARTS AND SCIENCE GRADUATES INTO TEACHING CAREERS, AND TO GIVE THEM THE SPECIAL TRAINING NEEDED FOR WORK WITH DISADVANTAGED YOUTH, JOHN CARROLL UNIVERSITY IN COOPERATION WITH THE PUBLIC SCHOOLS OFFERS A TWO-SUMMER PLUS TWO-SEMESTER PROGRAM LEADING TO A MASTER'S DEGREE, A SECONDARY TEACHING CERTIFICATE WITH 1/2-YEAR TEACHING EXPERIENCE, AND FURTHER STRENGTHENING IN A MAJOR FIELD. BACHELOR DEGREE HOLDERS WHO HAVE NOT COMPLETED TEACHER CERTIFICATION REQUIREMENTS ARE ELIGIBLE. THE FIRST SUMMER CONSISTS OF TWO 5-WEEK SESSIONS--(1) WORKSHOP IN EDUCATING THE CULTURALLY DISADVANTAGED IN AN URBAN ENVIRONMENT (6 CREDITS), AND (2) GENERAL PSYCHOLOGY OR ELECTIVE, AND SPECIAL METHODS (OF TEACHING SPECIAL SUBJECTS) TO DISADVANTAGED ADOLESCENTS (6 CREDITS). THE SECOND SUMMER IS DEVOTED TO FULL-TIME GRADUATE STUDY (12 CREDITS). IN BETWEEN ARE AN INTERNSHIP SEMESTER (FULL TIME), SUPERVISED TEACHING INTERNSHIP AND INTERNSHIP SEMINAR (9 CREDITS), AND AN ACADEMIC SEMESTER OF FULL-TIME STUDY (12-15 CREDITS). INTERNS WILL BE PAID \$2,500 PLUS SCHOLARSHIP AID OF \$500 TO \$2,500, THE LATTER CONTINGENT ON ACCEPTING A POSITION IN THE CLEVELAND SCHOOLS AFTER COMPLETION OF THE PROGRAM. TUITION AND FEES WILL AVERAGE \$1,600 FOR THE ENTIRE PROGRAM. (LC)

ED 011 006

CALIFORNIA'S NEED FOR TEACHERS, 1965-75.
BY- HURD, BLAIR E.

SP 000 388

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$1.64 41P.

DESCRIPTORS- #TEACHER QUALIFICATIONS, #TEACHER RECRUITMENT,
#TEACHER SHORTAGE, #TEACHER SUPPLY AND DEMAND, SACRAMENTO,

ESTIMATES OF TEACHER SUPPLY AND DEMAND IN CALIFORNIA ELEMENTARY AND SECONDARY SCHOOLS LEAD TO THE EXPECTATION OF AN AVERAGE ANNUAL DEFICIT OF 6,510 TEACHERS DURING THE 1965-75 PERIOD. THE DEFICIT (31 PERCENT OF THE DEMAND) WILL HAVE TO BE MET BY OUT-OF-STATE RECRUITING AND BY HIRING THOSE WHO DO NOT QUALIFY FOR REGULAR CREDENTIALS. MAJOR REDUCTIONS IN PROVISIONALLY CERTIFIED PERSONS AND IN PUPIL-TEACHER

REPORT RESUMES

PAGE 55

RATIOS ARE UNLIKELY IN THE NEAR FUTURE. AT THE JUNIOR COLLEGE LEVEL, THE SUPPLY OF TEACHERS DURING THE 1965-75 PERIOD IS DIFFICULT TO PREDICT, ALTHOUGH DEMAND IS ESTIMATED AT 1,750 PERSONS ANNUALLY. ALSO DISCUSSED ARE THE EFFECTS ON TEACHER SUPPLY AND DEMAND OF CHANGES IN CERTIFICATION REQUIREMENTS, FEDERAL SUPPORT, LEGISLATIVE ACTION, COMPETITION FOR PERSONNEL FROM HIGHER EDUCATION AND BUSINESS, LEVEL OF FINANCIAL SUPPORT, LONG-RANGE RECRUITMENT PROGRAMS, NEW INSTRUCTIONAL MEDIA, AND ATTITUDES OF COLLEGE STAFFS TOWARD TEACHER EDUCATION. (PP)

ED 011 007 SP 000 541
IN-SERVICE SUPERVISED TEACHING PROGRAM.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON
REPORT NUMBER SR-1937 PUB DATE 25 MAY 66
EDRS PRICE MF-80.09 HC-80.32 6P.

DESCRIPTORS- *INSERVICE TEACHER EDUCATION, *TEACHER CERTIFICATION, *TEACHER SUPERVISION, TRENTON,

TO ENABLE TEACHERS WITH EMERGENCY OR PROVISIONAL CERTIFICATES TO MEET CERTIFICATION REQUIREMENTS, SUPERVISED TEACHING AND A RELATED SEMINAR USE ON ON-THE-JOB EXPERIENCES OF THE PARTICIPANT TO DEVELOP PROFESSIONAL COMPETENCIES. A LOCAL SUPERVISOR AND COLLEGE REPRESENTATIVE WORK CLOSELY WITH THE TEACHER WHO IS VISITED AT LEAST BIWEEKLY OVER A 1-YEAR PERIOD. PARALLEL TO SUPERVISED TEACHING, A RELATED SEMINAR CONDUCTED BY THE COLLEGE REPRESENTATIVE IS HELD FOR 30 CLOCK HOURS FOR EACH OF THE TWO COLLEGE SEMESTERS. THE ENTIRE PROGRAM CARRIES 8 SEMESTER HOURS OF COLLEGE CREDIT. (LC)

ED 011 008 SP 000 572
SCHOLASTIC LEVEL OF NEW GRADUATE MATRICULANTS IN TEACHER EDUCATION AND IN ARTS AND SCIENCES, FALL SEMESTER 1965.
BY- LIU, B. ALFRED
CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION PUB DATE M 16 66
EDRS PRICE MF-80.09 HC-82.40 60P.

DESCRIPTORS- *ADMISSION CRITERIA, *GRADUATE STUDY, *TEACHER EDUCATION, NEW YORK CITY,

THIS INQUIRY INTO THE SCHOLASTIC LEVEL OF TEACHER EDUCATION VERSUS OTHER STUDENTS EXAMINED THE RECORDS OF 2,660 FALL 1965 MATRICULANTS TO GRADUATE STUDY IN TEACHER EDUCATION AND IN ARTS AND SCIENCES IN THE FOUR SENIOR COLLEGES OF THE UNIVERSITY (BROOKLYN, CITY, HUNTER, AND QUEENS). ALTHOUGH THERE WAS SOME VARIATION AMONG THE FOUR COLLEGES, TAKEN TOGETHER, IT WAS FOUND THAT (1) AT LEAST THREE-FOURTHS OF THE MATRICULANTS MET THE MINIMUM ADMISSION REQUIREMENT OF A "B-" AVERAGE, (2) NEARLY TWO-THIRDS MAINTAINED A "B" AVERAGE IN GRADUATE COURSES IN THE MAJOR, (3) THERE WERE NO SUBSTANTIAL DIFFERENCES IN SCHOLASTIC LEVEL BETWEEN TEACHER EDUCATION AND ARTS AND SCIENCE STUDENTS OR BETWEEN THOSE WHOSE GRADUATE AND UNDERGRADUATE WORK WAS NOT DONE IN THE SAME COLLEGE OR BETWEEN CITY UNIVERSITY UNDERGRADUATES VERSUS THOSE FROM OTHER COLLEGES, (4) THERE WERE ONLY SMALL DIFFERENCES AMONG VARIOUS MAJORS WITHIN TEACHER EDUCATION, WHEREAS SCHOLASTIC AVERAGES RANGED SOMEWHAT MORE WIDELY FOR SPECIALIZATIONS WITHIN ARTS AND SCIENCES, AND (5) THE VARIOUS FINDINGS WERE HEAVILY INFLUENCED BY THE MORE THAN TWO-FIFTHS OF THE MATRICULANTS WHO WERE ADMITTED ON PROBATION WHO, FOR EXAMPLE,

TENDED TO HAVE LOWER GRADE POINT AVERAGES. (RP)

ED 011 009 SP 000 609
A CASE STUDY IN PREPARING TEACHERS FOR THE DISADVANTAGED, PROJECT 120--A SPECIAL STUDENT TEACHING PROGRAM IN JUNIOR HIGH SCHOOLS IN LOW SOCIO-ECONOMIC AREAS.
BY- SCHUELER, HERBERT
CITY UNIV. OF NEW YORK, HUNTER COLL. PUB DATE DEC 64
EDRS PRICE MF-80.09 HC-80.44 11P.

DESCRIPTORS- *SCHOOL COMMUNITY RELATIONSHIP, *STUDENT TEACHING, *TEACHER EDUCATION, *TEACHER RECRUITMENT, *URBAN SCHOOLS, NEW YORK CITY,

PROJECT 120 ASSISTS SPECIAL SERVICE SCHOOLS IN RECRUITING AND HOLDING TEACHERS, TRAINS TEACHERS TO WORK IN URBAN SCHOOLS FOR THE DISADVANTAGED, AND EXPLORES FACTORS THAT WILL IMPROVE TEACHER EDUCATION FOR URBAN SCHOOLS. THE SPECIAL PROGRAM IS ANNOUNCED TO UNDERGRADUATES WHO HAVE QUALIFIED FOR STUDENT TEACHING. IN ADDITION TO CONVENTIONAL SUPERVISION, PARTICIPANTS ARE REGULARLY VISITED BY THE PROJECT COORDINATOR. THEY ALSO VISIT COMMUNITY AGENCIES AND INTERVIEW COMMUNITY LEADERS. EVERY EFFORT IS MADE TO FAMILIARIZE THE STUDENT TEACHERS WITH THE COMMUNITY AND TO DISPEL ANY FEARS AND PREJUDICES THEY MAY HAVE ABOUT DEPRIVED AREAS AND THEIR RESIDENTS. SINCE ITS INCEPTION IN 1960, PROJECT 120 HAS HAD 21 TO 32 ENROLLEES ANNUALLY, AVERAGING ABOUT 10 PERCENT OF HUNTER COLLEGE STUDENT TEACHERS. ALMOST 80 PERCENT ACCEPTED TEACHING POSITIONS AT THE SCHOOLS WHERE THEY DID THEIR STUDENT TEACHING, WITH A LARGE PROPORTION STILL THERE 4 YEARS LATER. AT J.H.S. 120, WHERE THE PROJECT BEGAN, 23 OF THE 95 TEACHERS ARE PROJECT GRADUATES. THEY WERE JUDGED TO HAVE BEEN HELPFUL WITH EACH YEAR'S INCOMING PROJECT STUDENT TEACHERS. (RP)

ED 011 010 SP 000 629
TEACHER EDUCATION AT BROOKLYN COLLEGE, 1966.
BY- JUSTMAN, JOSEPH BRELL, HELEN
CITY UNIV. OF NEW YORK, BROOKLYN COLL. PUB DATE 66
EDRS PRICE MF-80.18 HC-83.12 78P.

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *TEACHER EDUCATION, BROOKLYN,

THE TEACHER EDUCATION PROGRAM AT BROOKLYN COLLEGE IS AIMED AT (1) PREPARATION OF TEACHERS, (2) SERVICE TO SCHOOLS AND COMMUNITY AGENCIES, AND (3) IN-SCHOOL RESEARCH. DETAILS ARE GIVEN ON PROGRAMS OF PRE- AND IN-SERVICE TEACHER EDUCATION THROUGH SIXTH-YEAR ADVANCED CERTIFICATE PROGRAMS, INCLUDING PROGRAMS IN SPECIAL EDUCATION, COUNSELING, AND AN EXPERIMENTAL PROGRAM FOR PREPARING COLLEGE GRADUATES FOR ELEMENTARY SCHOOL TEACHING IN ECONOMICALLY DISADVANTAGED URBAN AREAS. SUMMER INSTITUTES AND WORKSHOPS ARE ALSO OFFERED. FIVE (PUBLIC ELEMENTARY AND JUNIOR HIGH) "CAMPUS" SCHOOLS COLLABORATE INTENSIVELY WITH THE COLLEGE. (RP)

ED 011 011 SP 000 764
ELEMENTS OF GRADUATE ORGANIZATION IN TEN UNIVERSITIES.
BY- MCKENZIE, WILLIAM R.
SOUTHERN ILLINOIS UNIV., CARBONDALE

EDRS PRICE MF-80.09 HC-81.04 26P.

PUB DATE 27 DEC 65

DESCRIPTORS- #GRADUATE STUDY, #PROFESSIONAL EDUCATION, #UNIVERSITY ADMINISTRATION, CARBONDALE, DEGREES (TITLES), EDUCATION MAJORS,

THE GRADUATE SCHOOLS OF EDUCATION OF 10 (MOSTLY MIDWESTERN STATE) UNIVERSITIES WERE EXAMINED TO DETERMINE HOW THEY RELATE TO THE GRADUATE OFFICE, THE TYPES OF DEGREES GRANTED, AND THE QUALITY OF THEIR PROGRAMS. EACH OF THE 10 GRADUATE DEANS, AS WELL AS OTHER INVOLVED PERSONS, WERE INTERVIEWED, AND PRINTED MATERIAL, INCLUDING THE GRADUATE BULLETINS, WERE READ. FINDINGS AND RECOMMENDATIONS WERE--(1) NONE OF THE GRADUATE OFFICES DEVOTED AN AMOUNT OF TIME TO THE SCHOOL OF EDUCATION COMMENSURATE WITH THE NUMBER OF ITS STUDENTS AND SHOULD BEGIN TO DO SO, (2) MOST GRADUATE STUDENTS IN EDUCATION WERE NOT MAKING USE OF THE FULL RESOURCES OF THE UNIVERSITY FOR THEIR PROGRAMS AND SHOULD BE ENCOURAGED TO DO SO, (3) THE VARIETY AND NUMBER OF GRADUATE DEGREES AWARDED WERE TOO CONFUSING, SERVE LITTLE PURPOSE, AND SHOULD BE AMENDED TO ONE CONSISTENT PATTERN, AND (4) GRADUATE DEGREES IN EDUCATION DO NOT HAVE THE STATUS OF DEGREES IN OTHER FIELDS AND THE PH.D. SHOULD BE THE ONLY TERMINAL DEGREE IN EDUCATION. (AM)

ED 011 012

SP 000 826

TEAM TEACHING AT THE COLLEGE OF SOUTHERN UTAH.

BY- MYERS, KENT E. AND OTHERS

COLLEGE OF SOUTHERN UTAH, CEDAR CITY

PUB DATE 66

EDRS PRICE MF-80.09 HC-80.32 8P.

DESCRIPTORS- #EVALUATION, #TEACHER EDUCATION, #TEAM TEACHING, CEDAR CITY,

AN INFORMAL TRIAL AND EVALUATION OF TEAM TEACHING WAS CARRIED OUT IN EACH OF THREE COLLEGE COURSES FOR TEACHERS. THE POSITIVE CONSEQUENCES OF TEAM TEACHING WERE JUDGED TO BE--(1) MORE EFFECTIVE COVERAGE OF MORE MATERIAL, (2) MORE EFFICIENT USE OF THE TEACHER'S TIME, (3) GREATER MOTIVATION AND STUDENT INTEREST, (4) GREATER OPPORTUNITY FOR STUDENT EXPLORATION WITH THE TEACHER OF INDIVIDUAL PROBLEMS AND ASSIGNMENTS, AND (5) UPGRADED TEACHING RESULTING FROM INTERTEAM CRITIQUES OF MEMBERS' TEACHING. THE MAJOR DANGER SIGNS WERE--(1) OCCASIONAL POOR RAPPORT AMONG TEAM MEMBERS, (2) A TENDENCY TO "LET GEORGE DO IT," (3) OCCASIONAL DISAGREEMENT ON EXAMINATION CONTENT, (4) PROBLEMS WITH FACULTY LOAD. OF THESE, FACULTY LOAD WAS THE MAJOR PROBLEM, WHICH, IF SOLVED, COULD PERMIT TEAM TEACHING TO BE USED TO GREATER ADVANTAGE. (RP)

ED 011 013

SP 000 790

TELEWRITER STUDY, SPRING SEMESTER, 1966.

BY- BISBEY, GERALD D. AND OTHERS

STATE COLL. OF IOWA, CEDAR FALLS

REPORT NUMBER RR-117

PUB DATE 4 JAN 67

EDRS PRICE MF-80.09 HC-80.52 13P.

DESCRIPTORS- #COLLEGE INSTRUCTION, #ELECTROMECHANICAL AIDS, #MATHEMATICS, CEDAR FALLS,

TO DETERMINE IF MECHANICAL AIDS CAN BE OF SIGNIFICANT HELP IN THE TEACHING OF COLLEGE MATHEMATICS, A TELEWRITER (FACSIMILE TELEGRAPH FOR REPRODUCING GRAPHIC MATERIAL) WAS USED TO TEACH EIGHT SESSIONS OF A 16-SESSION EXTENSION COURSE (EXPERIMENTAL GROUP) IN FOUNDATIONS IN ARITHMETIC. TWO CONTROL GROUPS, ONE ON- AND ONE OFF-CAMPUS, WERE TAUGHT WITHOUT THE TELEWRITER. IN THE EXPERIMENTAL GROUP A COORDINATOR WHO WAS A QUALIFIED TEACHER WAS ALWAYS PRESENT IN THE ROOM TO MONITOR THE EQUIPMENT. EXPERIMENTAL AND CONTROL GROUPS DID NOT DIFFER IN PRETEST SCORES OF MENTAL MATURITY. ON MIDTERM AND FINAL CRITERION TESTS, THE EXPERIMENTAL GROUP WAS SIGNIFICANTLY SUPERIOR TO THE OFF-CAMPUS CONTROL GROUP BUT NOT TO THE ON-CAMPUS CONTROL GROUP. HOWEVER, 88 PERCENT OF THE EXPERIMENTAL GROUP STUDENTS PREFERRED A LIVE TEACHER TO THE TELEWRITER. MANY FELT THE SUCCESS OF THE TELEWRITER WAS AT LEAST PARTIALLY DUE TO THE PRESENCE OF THE COORDINATOR, WHO OFTEN AIDED IN TEACHING THE SUBJECT. (AM)

ED 011 014

SP 000 822

CASE STUDY, THE EVALUATION OF FIRST-YEAR TEACHER GRADUATES OF MADONNA COLLEGE.

BY- LAURIANA, SISTER M.

MADONNA COLL., LIVONIA, MICH.

PUB DATE 30 NOV 65

EDRS PRICE MF-80.09 HC-80.76 18P.

DESCRIPTORS- #BEGINNING TEACHER, #TEACHER EVALUATION, LIVONIA,

TO DETERMINE THE EFFECTIVENESS OF ITS TEACHER EDUCATION PROGRAM, MADONNA COLLEGE COLLECTED INFORMATION ON THE FIRST YEAR OF TEACHING OF 86 OF ITS 101 STUDENTS WHO WERE RECOMMENDED FOR CERTIFICATION DURING THE PAST 6 YEARS. THE PRINCIPALS EMPLOYING THESE GRADUATES COMPLETED AN EIGHT-ITEM OPEN-ENDED QUESTIONNAIRE ON HIGH AND LOW POINTS OF PERFORMANCE AND PREPARATION, AND RATED THE TEACHER (VIA CHECKLIST) AS A PERSON, A PROFESSIONAL WORKER, AND A MEMBER OF THE COMMUNITY. THE RATINGS SHOWED MOST OF THE TEACHERS TO BE GROWING NORMALLY OR BETTER IN PROFESSIONAL COMPETENCE. TWENTY-EIGHT PERCENT OF THE ADMINISTRATORS MADE RECOMMENDATIONS FOR PERFORMANCE IMPROVEMENT (24 PERCENT FOR STRONGER DISCIPLINE), AND 15 PERCENT FOR PREPARATION IMPROVEMENT. NINETY-ONE PERCENT INDICATED THAT IT WAS NOT NECESSARY FOR THE COLLEGE SUPERVISOR TO VISIT THE TEACHER. ALL BUT ONE OF THE TEACHERS WERE INVITED TO RETURN TO THE SCHOOL SYSTEM. AT LEAST 90 PERCENT OF THE TEACHERS WERE RATED FAVORABLE OR BETTER ON RELATIONSHIPS WITH PUPILS, PARENTS, FACULTY, AND COMMUNITY. IN OVERALL EVALUATION, FIVE-SIXTHS OF THE TEACHERS WERE RATED ABOVE "AVERAGE" (50 PERCENT "GOOD" AND 23 PERCENT "SUPERIOR"). (LC)

ED 011 015

SP 000 929

AN ANALYSIS OF THE USE OF TEACHER TIME IN VIRGINIA.

VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND

REPORT NUMBER VOL-49-NO-6

PUB DATE DEC 66

EDRS PRICE MF-80.09 HC-81.92 48P.

DESCRIPTORS- #TEACHER EMPLOYMENT, #TEACHER ROLE, #TEACHING LOAD, RICHMOND,

TO IDENTIFY THE AMOUNTS OF TIME WHICH TEACHERS GIVE TO THEIR INSTRUCTIONAL AND NONINSTRUCTIONAL DUTIES, A

QUESTIONNAIRE WAS SENT TO A RANDOM SAMPLE OF 3,594 CLASSROOM TEACHERS, OF WHOM 1,725 RETURNED USABLE REPLIES. MOST SPENT ABOUT 8 TO 9 HOURS A DAY (INCLUDING 2 TO 3 HOURS OUTSIDE OF THE SCHOOL DAY) ON TEACHING, PREPARATION FOR TEACHING, AND EVALUATING PUPILS. CLERICAL DUTIES NOT RELATED TO INSTRUCTION REQUIRED ABOUT 1 HOUR DURING THE SCHOOL DAY. NONINSTRUCTIONAL DUTIES RECURRING DAILY, MONTHLY, PERIODICALLY, AND AT THE END OF THE SCHOOL YEAR INCLUDE COLLECTING AND ACCOUNTING FOR MONEY (25 HOURS A YEAR), REQUESTING AND ORDERING TEACHING MATERIAL (12 HOURS), AND TAKING INVENTORY (5 HOURS). RECOMMENDATIONS WERE--(1) PROVISION FOR AND UTILIZATION OF CLERICAL ASSISTANTS AND TEACHER AIDES, (2) ESTABLISHMENT OF CENTRALIZED PUPIL ACCOUNTING SYSTEMS, (3) PERIODIC REASSESSMENT OF POLICIES GOVERNING USE OF TEACHER TIME FOR NONINSTRUCTIONAL DUTIES. (FP)

ED 011 016

UD 001 373

PROBLEMS ASSOCIATED WITH DEVELOPING A REALISTIC EMPLOYMENT COUNSELING PROGRAM FOR DISADVANTAGED URBAN YOUTH.

BY- JONES, ROY J. TERRELL, DAVID L

PUB DATE 64

EDRS PRICE MF-30.00 HC-32.00 58P.

UD 002 460

TEACHING THE DISADVANTAGED--SUMMER INSTITUTE FOR PROFESSIONAL TRAINING OF TEACHERS, SUPERVISORS AND ADMINISTRATORS.

BY- GEWIRTZ, MARVIN H. AND OTHERS
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 30 SEP 66

EDRS PRICE MF-30.18 HC-34.32 108P.

DESCRIPTORS- #DISADVANTAGED YOUTH, #EVALUATION, #INSERVICE TEACHER EDUCATION, #SUMMER WORKSHOPS, #TEACHER ATTITUDES, ADMINISTRATIVE PERSONNEL, ESEA TITLE I PROJECT, NEW YORK CITY, QUESTIONNAIRES, STATISTICAL DATA, SUPERVISORS, TEACHER EDUCATION, TEACHER IMPROVEMENT, TEACHER PROGRAMS,

A YOUTH EMPLOYMENT COUNSELING CENTER WAS ESTABLISHED TO PROVIDE A TENTATIVE WORKING MODEL FOR THE SETTING UP OF NEW YOUTH EMPLOYMENT PROGRAMS. MANY OF THE SOCIALLY DISADVANTAGED YOUTHS (AGES 16 TO 18) SERVED BY THE CENTER HAD POLICE RECORDS. THE CENTER'S COUNSELING STAFF WAS RECRUITED FROM MANY DISCIPLINES AND DEALT ONLY WITH THE PROBLEMS RELATED TO THE YOUTHS' EMPLOYMENT PROBLEMS AND WITH THEIR DEVELOPING A REALISTIC AND MEANINGFUL OUTLOOK ABOUT THEIR FUTURE. COUNSELING AND EMPLOYMENT PLACEMENT PROBLEMS AROSE FROM THE YOUTHS' INADEQUATE MEANS OF EXPRESSION, LACK OF KNOW-HOW IN TAKING WRITTEN TESTS, ACADEMIC HANDICAPS, AND SELF-DEFEATING ATTITUDES. THE YOUTHS' POLICE RECORDS AND LABOR LAWS PROHIBITING YOUTH EMPLOYMENT FURTHER CONTRIBUTED TO THE PROBLEMS OF FINDING JOBS FOR THEM. (BD)

ED 011 017

UD 002 272

A BETTER CHANCE, AND EDUCATIONAL PROGRAM SPONSORED BY DARTMOUTH COLLEGE.

BY- DEY, CHARLES F. JACKSON, DAVIS
DARTMOUTH COLL., HANOVER, N.H.

PUB DATE 65

EDRS PRICE MF-30.18 HC-34.04 101P.

DESCRIPTORS- #COLLEGE PREPARATION, #DISADVANTAGED YOUTH, #EDUCATIONAL IMPROVEMENT, ENGLISH CURRICULUM, HANOVER, MATHEMATICS CURRICULUM, PRIVATE SCHOOLS, READING PROGRAMS, SCHOLARSHIPS, SUMMER PROGRAMS, TUTORING,

A SUMMER PROGRAM OFFERED INTENSIVE ACADEMIC PREPARATION TO DISADVANTAGED BOYS WHO HAD RECEIVED SCHOLARSHIPS TO INDEPENDENT SCHOOLS. THE PROGRAM'S STRESS ON ENGLISH, READING, AND MATHEMATICS WAS MAINTAINED BY CLOSE PERSONAL CONTACT BETWEEN STAFF AND STUDENTS, SMALL CLASS SECTIONS, AND INDIVIDUAL TUTORING. THE TUTORS LIVED WITH THE STUDENTS

THROUGHOUT THE PROGRAM AND WERE THUS ABLE TO SPOT POTENTIAL DIFFICULTIES AND TO ACT TO RESOLVE THEM. THROUGH THEIR INSIGHT INTO THE STUDENTS' PERSONALITIES THEY WERE ABLE TO BROADEN AND INTENSIFY THE OVERALL IMPACT OF THE PROGRAM. WEEKEND EXCURSIONS, CULTURAL ACTIVITIES, AND ATHLETICS ALSO WERE MADE A PART OF THE PROGRAM. SEVENTY-FOUR OF THE 82 PARTICIPATING STUDENTS WERE RECOMMENDED TO THE PREPARATORY SCHOOLS. A 5-YEAR FOLLOWUP STUDY OF THE ACADEMIC CAREERS OF THE PARTICIPATING STUDENTS IS PLANNED. (NH)

ED 011 018

UD 002 460

TEACHING THE DISADVANTAGED--SUMMER INSTITUTE FOR PROFESSIONAL TRAINING OF TEACHERS, SUPERVISORS AND ADMINISTRATORS.

BY- GEWIRTZ, MARVIN H. AND OTHERS
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 30 SEP 66

EDRS PRICE MF-30.18 HC-34.32 108P.

DESCRIPTORS- #DISADVANTAGED YOUTH, #EVALUATION, #INSERVICE TEACHER EDUCATION, #SUMMER WORKSHOPS, #TEACHER ATTITUDES, ADMINISTRATIVE PERSONNEL, ESEA TITLE I PROJECT, NEW YORK CITY, QUESTIONNAIRES, STATISTICAL DATA, SUPERVISORS, TEACHER EDUCATION, TEACHER IMPROVEMENT, TEACHER PROGRAMS,

A 7-WEEK SUMMER INSTITUTE COURSE FOR ELEMENTARY SCHOOL TEACHERS, SUPERVISORS, AND ADMINISTRATORS WHO WORK WITH DISADVANTAGED CHILDREN WAS EVALUATED BY QUESTIONNAIRE. THE PURPOSE OF THE EVALUATION WAS TO (1) MEASURE THE IMMEDIATE IMPACT OF THE COURSE ON THE PARTICIPANTS, (2) OBTAIN A SELF-ESTIMATE OF THE PARTICIPANTS' ATTITUDES, (3) EXPLORE STAFF-PARTICIPANT RELATIONS, AND (4) MAKE RECOMMENDATIONS FOR CHANGE. THE RESULTS SHOWED NO MEASURABLE CHANGE IN THE PARTICIPANTS' OPTIMISM OR SENSITIVITY ABOUT THE EDUCABILITY OF THE DISADVANTAGED CHILD OR IN A READINESS TO USE NONTRADITIONAL TEACHING APPROACHES. HOWEVER, BY THE END OF THE COURSE THE PARTICIPANTS FELT BETTER PREPARED TO TEACH THESE STUDENTS. THE EVALUATORS CONCURRED IN THIS JUDGEMENT AND SURMISED THAT THE PARTICIPANTS' CONFIDENCE HAD INCREASED DURING THE COURSE. THE DIFFERENT OBJECTIVES OF THE INSTITUTE STAFF AND THE PARTICIPANTS WAS A SOURCE OF DIFFICULTY IN THAT THE STAFF THOUGHT THAT KNOWLEDGE OF SOCIOLOGICAL AND CONCEPTUAL THEORY SHOULD HAVE BEEN THE PRIMARY OBJECTIVE OF THE COURSE, WHILE THE PARTICIPANTS WERE MORE CONCERNED WITH THE PRACTICAL KNOWLEDGE RELEVANT TO THE SITUATION. IT WAS FELT THAT THIS SUMMER INSTITUTE PROGRAM CAN BE A PROMISING WAY TO REACH THE DISADVANTAGED BY OFFERING THEIR TEACHERS PROPER ORIENTATION ABOUT THE SPECIAL PROBLEMS OF THESE CHILDREN. (NC)

ED 011 019

UD 002 464

OUT-OF-SCHOOL CLINICAL AND GUIDANCE CENTERS FOR DISADVANTAGED PUPILS IN NON-PUBLIC SCHOOLS.

BY- SEBALD, DOROTHY D.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-30.18 HC-34.92 123P.

DESCRIPTORS- #CLINICS, #DISADVANTAGED YOUTH, #EVALUATION, #GUIDANCE CENTERS, CLINICAL PERSONNEL (SCHOOL), ESFA TITLE I PROJECT, EVALUATION TECHNIQUES, EVENING PROGRAMS, GUIDANCE PERSONNEL, INTERVIEWS, LOW INCOME GROUPS, MENTAL HEALTH, MENTAL HEALTH CLINICS, NEW YORK CITY, PAROCHIAL SCHOOLS,

PRIVATE SCHOOLS, QUESTIONNAIRES, RELIGIOUS FACTORS, TEACHER EDUCATION.

AN EVALUATION WAS MADE OF A PROGRAM WHICH PROVIDED PROFESSIONAL CLINICAL AND GUIDANCE SERVICES TO DISADVANTAGED NONPUBLIC SCHOOL PUPILS TO DEVELOP THEIR EDUCATIONAL MOTIVATION, PERSONAL ADJUSTMENT, DEVELOPMENT OF SELF-WORTH, AND "WHOLESOME MENTAL HEALTH." CLINICAL CENTERS WERE OPENED TO PROVIDE A RANGE OF PROFESSIONAL SERVICES, AND A TEACHER-TRAINING PROGRAM WAS DEVELOPED WHICH STRESSED CLASSROOM MENTAL HEALTH PRACTICES AND SOUND MENTAL HYGIENE TECHNIQUES. THE EVALUATION WAS BASED ON OBSERVATIONS, INTERVIEWS, SURVEYS, AND OTHER DATA. PRAISING THE ORGANIZATION AND ACHIEVEMENTS OF THE PROJECT, AND URGING ITS CONTINUATION AND EXTENSION, THE REPORT OFFERED SOME RECOMMENDATIONS--(1) BETTER COMMUNICATION BETWEEN CENTERS AND NONPUBLIC SCHOOL PERSONNEL IS NEEDED; (2) THE CENTER STAFF SHOULD BE ACQUAINTED WITH THE CULTURAL AND RELIGIOUS BACKGROUND OF THE GROUPS THEY SERVE, (3) THE NATURE OF THE CLINICAL AND GUIDANCE SERVICES NEEDS CLARIFICATION, RECRUITMENT OF STAFF MUST BE INTENSIFIED, AND EFFORTS SHOULD BE MADE TO FIND MULTILINGUAL STAFF, (4) OTHER SUGGESTIONS DEAL WITH SITES, FACILITIES, SCHEDULES, AND ADMINISTRATIVE DETAILS. APPENDICES INCLUDE THE ORIGINAL PROJECT PROPOSAL, LISTS OF SCHOOLS AND STAFFS, EVALUATION INSTRUMENTS, TABLES, AND THE EVALUATION PROCEDURE. (NH)

ED 011 020

UD 002 465

AN EVALUATION OF THE TRANSITIONAL MIDDLE SCHOOL IN NEW YORK CITY.

BY- SCHWARTZ, E. TERRY
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-30.00 HC-32.20 55P.

DESCRIPTORS- #EDUCATIONAL QUALITY, #EVALUATION, #MIDDLE SCHOOLS, #RACIAL INTEGRATION, ACADEMIC ACHIEVEMENT, ESEA TITLE I PROJECT, EVALUATION TECHNIQUES, NEW YORK CITY, OBJECTIVES, QUESTIONNAIRES, SCHOOL SEGREGATION, SOCIALLY DISADVANTAGED, TEACHER ATTITUDES.

PROFESSIONAL OBSERVER TEAMS ASSESSED THE EXTENT OF INTEGRATION, ACHIEVEMENT, PUPIL-STAFF AND PEER RELATIONSHIPS, AND STUDENT SELF-IMAGE PERCEPTION IN SEVEN MIDDLE SCHOOLS. AS PART OF THE PLAN TO ESTABLISH MIDDLE SCHOOLS (INSTITUTED IN A SYSTEMWIDE 4-4-4 GRADE DISTRIBUTION) TO PROMOTE INTEGRATION AND QUALITY EDUCATION, SPECIFIC JUNIOR HIGH SCHOOLS HAD BEEN SELECTED TO RECEIVE THE NEW SIXTH GRADE. THE OBSERVERS FOUND THAT FIVE OF THESE SEVEN SCHOOLS WERE HIGHLY SEGREGATED AND NONE FULLY INTEGRATED. HOWEVER, SCHOOLMATES FREELY CROSSED RACIAL AND ETHNIC LINES FOR A VARIETY OF NONACADEMIC ACTIVITIES. RECOGNIZING THAT THE TESTING INSTRUMENTS WERE UNRELIABLE, THE OBSERVERS STILL FELT THAT NO SIGNIFICANT ACADEMIC IMPROVEMENTS CAME ABOUT UNDER THE NEW SCHEME, AND THE STAFF GENERALLY THOUGHT THAT THE STRUCTURE AND CURRICULUM IMPEDED ACHIEVEMENT. TEACHERS WERE NOT WELL PREPARED FOR THE TRANSITION AND MANY REACTED NEGATIVELY TO THE CHANGE. RECOMMENDED ARE--(1) BETTER CHOICES OF FUTURE MIDDLE SCHOOLS TO INSURE FULL INTEGRATION, (2) INTERRACIAL INSERVICE PROGRAMS FOR PRINCIPALS AND STAFFS TO FOSTER UNDERSTANDING, (3) THE DEVELOPMENT OF SUITABLE CURRICULUM, ADMINISTRATIVE PROCEDURES, PARENT-SCHOOL COOPERATION, AND A SINGLE

STANDARDIZED EVALUATIVE MEASURE OF PUPIL PROGRESS. APPENDED ARE DATA EVALUATION MATERIAL, TABLES, AND THE FORMS USED IN THE STUDY. (NH)

ED 011 021

UD 002 466

PRESCHOOL CHILD DEVELOPMENT CENTERS IN DISADVANTAGED AREAS OF NEW YORK CITY--SUMMER 1966.

BY- SCHWARTZ, SYDNEY
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-30.18 HC-33.76 94P.

DESCRIPTORS- #EDUCATIONAL PROGRAMS, #EVALUATION, #PRESCHOOL CHILDREN, #SOCIALLY DISADVANTAGED, ECONOMICALLY DISADVANTAGED, ENRICHMENT PROGRAMS, ESEA TITLE I PROJECT, FACILITIES, GUIDANCE PERSONNEL, HEAD START, LEARNING, NEW YORK CITY, ORIENTATION, PERSONNEL, QUESTIONNAIRES, SCHOOL ATTITUDES, SELF CONCEPT, STUDENT TEACHER RELATIONSHIP, SUMMER PROGRAMS, TEACHER EXPERIENCE, TRAINING.

AN EVALUATION WAS MADE OF THE SUCCESS OF A PROGRAM FOR DISADVANTAGED PRESCHOOL CHILDREN ESTABLISHED TO ENHANCE THEIR SELF-CONCEPT, INCREASE THEIR LEARNING ABILITY, AND FOSTER IN THEM A POSITIVE ATTITUDE TOWARD SCHOOL. THE PROGRAM FOCUSED ON THE INTERRELATIONSHIPS OF THE CHILDREN AND TEACHERS AND ON THE CURRICULUM IN THE 38 PARTICIPATING SCHOOLS. DATA WERE GATHERED ON A SELECTED REPRESENTATIVE SAMPLE BY OBSERVATION AND INTERVIEWERS' PERSONAL REPORTS. SOME OF THE FINDINGS WERE--(1) THE PROGRAM SUCCEEDED BEST IN CREATING POSITIVE FEELINGS ABOUT SCHOOL BUT WAS LEAST EFFECTIVE IN DEVELOPING THE CHILDREN'S ABILITY TO THINK AND REASON, (2) DESPITE THE PROBLEMS INHERENT IN THE SWIFT ORGANIZATION OF A HUGE, COMPLEX PROGRAM, THE NEED WAS STILL GREAT FOR REFINEMENT IN RECRUITMENT AND TRAINING OF PERSONNEL, COOPERATION IN ADMINISTRATIVE PLANNING, COMMUNICATION BETWEEN REGULAR AND SUMMER STAFFS, MORE GUIDANCE STAFF, AND BETTER USE OF AUXILIARY PROFESSIONALS, AND (3) MORE STAFF ORIENTATION AND GUIDANCE WAS NEEDED. INCLUDED IN THE REPORT WERE VARIOUS QUESTIONNAIRES, DATA SHEETS, AND INTERVIEW GUIDES FOR BOTH THE CHILD CENTERS AND HEAD START PROGRAMS. (NH)

ED 011 022

UD 002 468

CURRICULUM DEVELOPMENT AND TEACHER TRAINING FOR DISADVANTAGED PUPILS IN SPECIAL CLASSES (CAREER GUIDANCE) IN REGULAR JUNIOR HIGH SCHOOL.

BY- TANNENBAUM, ABRAHAM J.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 30 SEP 66

EDRS PRICE MF-30.18 HC-32.72 60P.

DESCRIPTORS- #CURRICULUM DEVELOPMENT, #EVALUATION, #GUIDANCE, #POTENTIAL DROPOUTS, #TEACHER EDUCATION, DISADVANTAGED GROUPS, ESEA TITLE I PROJECT, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, INTERVIEWS, JUNIOR HIGH SCHOOLS, NEW YORK CITY, PLANNING, QUESTIONNAIRES, STATISTICAL DATA, STUDENT NEEDS, SUPERVISORS.

TWO PROJECTS INITIATED BY THE NEW YORK CITY BOARD OF EDUCATION TO IMPROVE A CAREER GUIDANCE PROGRAM FOR EIGHTH- AND NINTH-GRADE STUDENTS WERE EVALUATED. NEW CURRICULUMS FOR THE CLASSES WERE CREATED AND FOUR TEACHER TRAINING SESSIONS ON THEIR USE WERE GIVEN. THE EVALUATORS ASSESSED THE

ACHIEVEMENT OF THE BOARD'S GOALS THROUGH QUESTIONNAIRES, INTERVIEWS, AND OBSERVATION, BUT WERE GREATLY HANDICAPPED BY THE UNAVAILABILITY OF THE CURRICULUM GUIDES, BY THE LESS THAN 40 PERCENT RESPONSE TO THE QUESTIONNAIRES, AND BY GREAT TIME PRESSURES. RECOMMENDATIONS WERE MADE THAT (1) THE INSERVICE TEACHING PROGRAM BE GIVEN AT THE BEGINNING OF THE SCHOOL YEAR USING THE ACTUAL PROPOSED MATERIAL, (2) TEACHERS BE PREPARED IN VARIOUS SPECIALIZED SUBJECTS AND TRAINED BY THOSE INVOLVED IN PREPARING THE NEW CURRICULUMS, AND (3) MORE TIME BE GIVEN TO THE INSERVICE TRAINING. THE MATERIALS WHICH THE EVALUATORS EVENTUALLY SAW WERE NEITHER NEW NOR CONSISTENT WITH A CLEAR GOAL FOR CAREER GUIDANCE CLASS PUPILS NOR VALUABLE TO THE TEACHERS. IT WAS QUESTIONED WHETHER EITHER PHASE OF THE PROGRAM MERITED FEDERAL FUNDING. (NM)

ED 011 023

UD 002 469

IMPROVING INSTRUCTION IN SCHOOLS FOR SOCIALLY MALADJUSTED CHILDREN AND EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN SELECTED SCHOOLS.

BY- TANNENBAUM, ABRAHAM J.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-80.18 HC-82.80 70P.

DESCRIPTORS- *EVALUATION, *SOCIALLY DISADVANTAGED, *SPECIAL EDUCATION, *SPECIAL PROGRAMS, EMOTIONALLY DISTURBED, ENRICHMENT PROGRAMS, ESEA TITLE I PROJECT, EVALUATION TECHNIQUES, GUIDANCE COUNSELING, GUIDANCE PROGRAMS, NEW YORK CITY, PARENT ATTITUDES, QUESTIONNAIRES, SPECIAL SERVICES, STUDENT ATTITUDES, TEACHER QUALIFICATIONS.

A PROJECT TO IMPROVE THE TEACHING OF MALADJUSTED CHILDREN (GRADES 2 TO 12) IN SPECIAL EDUCATION PROGRAMS THROUGH THE USE OF ADDITIONAL STAFF AND SUPPORTIVE SERVICE WAS EVALUATED. DATA WERE GATHERED PRIMARILY BY OBSERVATIONS, INTERVIEWS, AND QUESTIONNAIRES. GENERAL RECOMMENDATIONS WERE MADE--(1) IT WOULD BE PREFERABLE TO HAVE FEWER BUT BETTER PROGRAMS, (2) CURRICULUM AND SPECIAL EDUCATION EXPERTS SHOULD DEVELOP AN APPROPRIATE PROGRAM FOR THESE CHILDREN, AND INNOVATIONS SHOULD BE BASED ON A STUDY OF THE LITERATURE ON SPECIAL EDUCATION, (THE BOARD OF EDUCATION IS NOW PREPARING SUCH A GUIDE), AND (3) WAYS SHOULD BE FOUND TO RECRUIT MORE TEACHERS. INCENTIVES MIGHT INCLUDE TUITION-FREE COURSES AND INCREMENTS IN CONJUNCTION WITH SPECIAL LICENSING. THE UNIQUE FEATURES OF THE PROGRAM WERE DESCRIBED, AND THE PRINCIPAL AND TEACHERS' QUESTIONNAIRES, STUDENTS' SCHOOL ATTITUDE SCALE, AS WELL AS OTHER RELEVANT DATA WERE APPENDED. (NM)

ED 011 024

UD 002 470

BASIC SPEECH IMPROVEMENT PROGRAM FOR DISADVANTAGED PUPILS IN NON-PUBLIC SCHOOLS--REGULAR DAY SCHOOLS.

BY- CARTON, AARON S.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-80.09 HC-81.96 49P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *EVALUATION, *SPEECH IMPROVEMENT, ECONOMICALLY DISADVANTAGED, ESEA TITLE I PROJECT, EVALUATION METHODS, NEW YORK CITY, OBJECTIVES, PERSONNEL, PRIVATE SCHOOLS, QUESTIONNAIRES, SCHOOL ATTITUDES, TEACHING METHODS.

THE QUALITY, FEASIBILITY, AND APPROPRIATENESS OF A NONPUBLIC DAY SCHOOL SPEECH IMPROVEMENT PROGRAM WERE ASSESSED. EVALUATIONS OF THE RESULTS OF THE PROGRAM WERE BASED ON PUPIL PROGRESS REPORTS, OBSERVED SPEECH IMPROVEMENT, AND RESPONSES TO STAFF QUESTIONNAIRES. SOME DIFFICULTY WAS ENCOUNTERED IN MEASURING THE IMPACT OF THE PROGRAM ON PUPIL SPEECH IMPROVEMENT BECAUSE OF THE INADEQUATE IMPLEMENTATION OF THE PROGRAM AND ITS SHORT DURATION. IT WAS FOUND THAT THE PROGRAM SUFFERED FROM PROBLEMS IN PERSONNEL RECRUITMENT, DIFFERING INTERPRETATIONS OF OBJECTIVES, LARGE CLASSES, AND A LACK OF INTEGRATION INTO THE REGULAR SCHOOL PROGRAM. (NC)

ED 011 025

UD 002 471

SUMMER PROGRAM IN MUSIC AND ART FOR DISADVANTAGED PUPILS IN PUBLIC AND NON-PUBLIC SCHOOLS.

BY- STEINHOFF, CARL R.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-80.09 HC-81.56 39P.

DESCRIPTORS- *ART EDUCATION, *DISADVANTAGED YOUTH, *EVALUATION, *MUSIC EDUCATION, ADMINISTRATIVE PROBLEMS, ENRICHMENT PROGRAMS, ESEA TITLE I PROJECT, FACILITIES, INTERVIEWS, NEW YORK CITY, PERSONNEL SELECTION, PRIMARY GRADES, PRIVATE SCHOOLS, PUBLIC SCHOOLS, QUESTIONNAIRES, SUMMER PROGRAMS, TEACHER QUALIFICATIONS.

EIGHTY-SEVEN SUMMER MUSIC AND ART PROGRAMS FOR PUBLIC AND NONPUBLIC SCHOOL DISADVANTAGED FIRST TO SIXTH GRADERS WERE EVALUATED. THE PARTICIPANTS WERE SELECTED BECAUSE OF THEIR INTEREST AND THEIR ABILITY TO READ AT GRADE LEVEL. THE AIMS OF THE PROGRAMS WERE TO PROVIDE AN EXPERIENCE IN THE ARTS, IDENTIFY AND ENCOURAGE THE TALENTED, AND BROADEN THE PARTICIPANTS' CULTURAL BACKGROUND. THE EVALUATION WAS BASED ON QUESTIONNAIRES TO TEACHERS AND PRINCIPALS, OBSERVATION OF CLASSES, AND INTERVIEWS WITH STAFF, CHILDREN, AND PARENTS. IT WAS FOUND THAT (1) THE QUALITY AND SUCCESS OF THE PROGRAMS DEFENDED ON THE QUALITY OF THE TEACHER, AND (2) THE PROGRAMS WERE OVERLY AMBITIOUS IN THE LIGHT OF THE BUREAUCRATIC PROBLEMS OF IMPLEMENTATION AND DID NOT REACH THOSE FOR WHOM IT WAS ESTABLISHED. IT IS RECOMMENDED THAT (1) STAFF SELECTION BE BASED ON EXPERIENCE AND QUALIFICATION TO TEACH A SPECIFIC SKILL, (2) SELECTION OF STUDENTS BE IMPROVED TO INCLUDE POOR READERS, WHO ALSO NEED A COMPREHENSIVE EDUCATIONAL EXPERIENCE, (3) APPROPRIATE PHYSICAL FACILITIES AND SUPPLIES BE MADE AVAILABLE ON TIME, (4) CULTURAL TRIPS BE INCLUDED, AND (5) ADMINISTRATION BE MORE CONCERNED WITH IMAGINATIVE USE OF TIME AND STAFF. HOWEVER, IT IS FELT THAT THE PROGRAMS WERE VALUABLE AND SHOULD BE CONTINUED, WITH ADDITIONAL FUNDS TO DEVELOP AND IMPROVE THEM. (NM)

ED 011 026

UD 002 473

SPEECH THERAPY SERVICES FOR DISADVANTAGED PUPILS IN NON-PUBLIC SCHOOLS--REGULAR DAY SCHOOLS AND INTERIM AFTER-SCHOOL CENTERS.

BY- RIGRODSKY, SEYMOUR

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-80.09 HC-80.68 17P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *EVALUATION, *SPEECH THERAPY, AFTER SCHOOL CENTERS, DAY CARE SERVICES, DIAGNOSTIC

TESTS (EDUCATION), ESEA TITLE I PROJECT, EVALUATION METHODS, FACILITIES, NEW YORK CITY, PRIVATE SCHOOLS, QUESTIONNAIRES, SMALL GROUP INSTRUCTION, SPEECH HANDICAPS.

THE PROCEDURES USED IN SPEECH THERAPY PROGRAMS WHICH PROVIDED WEEKLY SMALL-GROUP REMEDIAL TREATMENT TO DISADVANTAGED NONPUBLIC SCHOOL STUDENTS WERE CRITICALLY EVALUATED. RECOMMENDATIONS WERE MADE FOR (1) A WELL-SUPERVISED, CENTRALLY CONTROLLED PROGRAM OF IDENTIFICATION AND SCREENING OF APPLICANTS, (2) DIAGNOSTIC, REFERRAL, AND THERAPY PRACTICES, (3) SELECTION OF STAFF AND FACILITIES, AND (4) EXPERIMENTAL AND EVALUATIVE TECHNIQUES. THE PROJECT WAS NOT IN PROGRESS LONG ENOUGH TO ASSESS PUPIL PROGRESS. THE QUESTIONNAIRE USED FOR THIS EVALUATION WAS APPENDED. (INC)

ED 011 027 UD 002 474
S.U.T.E.C., A PROJECT TO DEMONSTRATE THE EFFECTIVENESS OF A SCHOOL UNIVERSITY TEACHER EDUCATION CENTER IN PREPARING TEACHERS OF DISADVANTAGED CHILDREN.
BY- GEWIRTZ, MAX WEINBERG, GEORGE
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.
EDRS PRICE MF-80.09 HC-81.24 31P. PUB DATE 31 AUG 66

DESCRIPTORS- #DISADVANTAGED YOUTH, #EVALUATION, #TEACHER EDUCATION, ADMINISTRATIVE PROBLEMS, COMMUNITY COOPERATION, DISADVANTAGED SCHOOLS, ENRICHMENT PROGRAMS, ESEA TITLE I PROJECT, EVALUATION METHODS, EXPERIMENTAL PROGRAMS, EXPERIMENTAL SCHOOLS, FACILITIES, NEW YORK CITY, PERSONNEL,

THE PLANNING PHASE OF A COOPERATIVE PROJECT OF THE QUEENS COLLEGE EDUCATION DEPARTMENT AND A DISADVANTAGED QUEENS PUBLIC SCHOOL WAS EVALUATED. THE GOALS OF THE PROJECT WERE TO PROVIDE (1) UNDERGRADUATE AND PRE-tenURE TEACHER TRAINING FOR POTENTIAL LEADERSHIP ROLES IN DISADVANTAGED SCHOOLS, (2) A PROTOTYPAL EDUCATIONAL FACILITY, AND (3) AN UPGRADED EDUCATION FOR STUDENTS. THE PROJECT PLANNED TO PROVIDE MORE PROFESSIONAL STAFF IN THE SCHOOL AS WELL AS SUCH SERVICES AND ACTIVITIES AS A PRESCHOOL MEAL, SNACKS, ENRICHMENT MATERIALS, SUMMER RECREATION, AND AFTER-SCHOOL STUDY CENTERS. SOME RECOMMENDATIONS ARE MADE--(1) BECAUSE OF THE POTENTIAL DIFFICULTIES IN A DUAL SCHOOL-COLLEGE DIRECTORSHIP, THE RESPONSIBILITIES OF ADMINISTRATING THE PROGRAM MUST BE CLEARLY DEFINED, (2) A COMMUNITY ADVISORY BOARD, WITH A FAID COORDINATOR, SHOULD BE CREATED AS A LIAISON BETWEEN THE NEIGHBORHOOD AND THE SCHOOL, (3) THE BOARD OF EDUCATION MUST GUARANTEE THAT SUPPLIES FOR THE PROJECT ARE DELIVERED ON TIME. (NH)

ED 011 028 UD 002 757
A GUIDE TO CURRENT RESOURCES FOR ANTIPOVERTY PROGRAMS, A SELECTED BIBLIOGRAPHY.
BY- ELKIN, ANNA
FEDERATION EMPLOYMENT AND GUIDANCE SER., NEW YORK
EDRS PRICE MF-80.09 HC-82.24 56P.

DESCRIPTORS- #BIBLIOGRAPHIES, #CULTURALLY DISADVANTAGED, #POVERTY PROGRAMS, COMMUNITY PROGRAMS, COUNSELING, GOVERNMENT ROLE, GUIDANCE, JOB TRAINING, JOBS, NEW YORK CITY, TRAINING, VOCATIONAL REHABILITATION, VOLUNTEERS,

THE MAJOR EMPHASIS IN THIS LIST OF REFERENCES IS ON THE ECONOMIC, TRAINING, AND VOCATIONAL PROBLEMS OF THE DISADVANTAGED. SPECIFICALLY, THE AREAS COVERED ARE (1) CURRENT MANPOWER TRENDS, (2) TOOLS FOR WORKING WITH THE MOST ECONOMICALLY DISADVANTAGED (COMMUNITY PROGRAMS, EDUCATION, GOVERNMENTAL MEANS, GUIDANCE SERVICES, AND RESEARCH PROJECTS), (3) TRAINING GUIDES, (4) VOCATIONAL REHABILITATION, AND (5) THE WORK OF THE VOLUNTEER IN THE COMMUNITY. PERSONS OR INSTITUTIONS TO WRITE TO FOR FURTHER INFORMATION ARE INCLUDED IN THE REFERENCES. THE REFERENCES ARE AVAILABLE FREE OR AT A MINIMAL COST. (JL)

ED 011 029 UD 002 918
EXTENDED SCHOOL SERVICES THROUGH THE ALL-DAY NEIGHBORHOOD SCHOOLS.
BY- BASSECHES, MAURICE
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
EDRS PRICE MF-80.18 HC-82.80 70P. PUB DATE APR 65

DESCRIPTORS- #CULTURALLY DISADVANTAGED, #EXTENDED SCHOOL DAY, #GROUP ACTIVITIES, BROOKLYN, CHILDHOOD, COMMUNITY RELATIONS, COOKING INSTRUCTION, EATING HABITS, EXPERIMENTAL PROGRAMS, GROUPING (INSTRUCTIONAL PURPOSES), INSERVICE TEACHER EDUCATION, LANGUAGE ARTS, MUSIC, NEW YORK CITY, PARENT SCHOOL RELATIONSHIP, PRIMARY GRADES, SCHOOL PERSONNEL, SCIENCE ACTIVITIES, SMALL GROUP INSTRUCTION, SOCIAL STUDIES, TEAM TEACHING,

THE HISTORY OF AND THE INSTRUCTIONAL TECHNIQUES USED IN THIS PROGRAM FOR IMPROVING THE EDUCATION OF LOW SOCIOECONOMIC STATUS CHILDREN ARE DESCRIBED AND ANECDOTALLY ILLUSTRATED. FIFTEEN SCHOOLS NOW PARTICIPATE IN THE PROGRAM, WHICH ORIGINATED IN 1942 AS A DEMONSTRATION PROJECT IN TWO ELEMENTARY SCHOOLS. SPECIFICALLY DESCRIBED ARE (1) THE ROLE OF THE COLLABORATING TEACHER, (2) CURRICULUM AND ACTIVITIES DURING THE SCHOOL DAY AND IN THE AFTER-SCHOOL PROGRAM, AND (3) THE INVOLVEMENT OF THE SCHOOLS IN THE COMMUNITY. (JL)

ED 011 030 VT 000 505
OCCUPATIONAL GUIDANCE FOR OFF-FARM AGRICULTURE.
BY- STEVENS, GLENN Z.
OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED
EDRS PRICE MF-80.09 HC-82.24 56P. PUB DATE DEC 65

DESCRIPTORS- #OCCUPATIONAL GUIDANCE, #OFF FARM AGRICULTURAL OCCUPATIONS, #VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, COLUMBUS, TESTS,

THIS PUBLICATION WAS DESIGNED TO HELP STATE AND LOCAL VOCATIONAL EDUCATION LEADERS DEVELOP PROGRAMS TO PREPARE YOUTHS AND ADULTS FOR EMPLOYMENT ENTRY OR ADVANCEMENT IN THE OFF-FARM AGRICULTURAL OCCUPATIONS. EIGHT INSTRUCTIONAL AREAS ARE IDENTIFIED AND DEFINED, AND EXAMPLES OF JOB TITLES ARE GIVEN FOR EACH--AGRICULTURAL PRODUCTION, AGRICULTURAL MECHANICS, AGRICULTURAL SUPPLIES, AGRICULTURAL PRODUCTS, AGRICULTURAL RESOURCES, FORESTRY, ORNAMENTAL-HORTICULTURE, AND OTHER AGRICULTURE. TO HELP PRACTITIONERS USE THE "DICTIONARY OF OCCUPATION TITLES" AND "STANDARD INDUSTRIAL CLASSIFICATION MANUAL," SELECTED JOB TITLES AND INSTRUCTIONAL AREAS ARE LISTED WITH THEIR COUNTERPART FROM THESE

REFERENCES. A SELECTED BIBLIOGRAPHY ON OCCUPATIONAL GUIDANCE IN AGRICULTURE CONTAINS ITEMS PUBLISHED BETWEEN 1962 AND 1963. STANDARDIZED TESTS WHICH BEST APPLY TO THESE OCCUPATIONS ARE LISTED. THE APPENDIX LISTS JOB TITLES IN THE AREA OF AGRICULTURAL PRODUCTION AND GIVES A SAMPLE COUNSELOR-STUDENT DIALOG USING THE RESOURCES DISCUSSED IN THIS REPORT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (EM)

ED 011 031

VT 000 607

FOLLOW-UP OF 1965 GRADUATES.

BY- WILEON, RICHARD C.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE 66

EDRS PRICE MF-80.09 HC-81.96 49P.

DESCRIPTORS- *GRADUATES, *HIGH SCHOOLS, *VOCATIONAL FOLLOWUP, *VOCATIONAL SCHOOLS, DISTRIBUTIVE EDUCATION, HARTFORD, HEALTH EDUCATION, HOMEMAKING EDUCATION, SEX (CHARACTERISTICS), TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL AGRICULTURE,

THE 48 CONNECTICUT SCHOOLS AND INSTITUTES SUPPLYING INFORMATION FOR THIS STUDY REPORTED 2,736 VOCATIONAL GRADUATES IN 1965. OF THESE, 85 PERCENT WERE EMPLOYED IN OCCUPATIONS FOR WHICH THEY WERE TRAINED. ALTHOUGH THERE WERE 311 MORE GRADUATES THAN IN 1964, THERE WAS A 3.2 PERCENT DECREASE IN GRADUATES CONTINUING THEIR EDUCATION. UNEMPLOYMENT DECREASED FROM 1.6 PERCENT IN 1964 TO 1.2 PERCENT IN 1965. THE 1,736 WHO WERE EMPLOYED IN THEIR FIELD WOULD EARN A GROSS INCOME OF \$7,061,918. TABLES OF DATA ARE SHOWN FOR MALE AND FEMALE GRADUATES BY SCHOOLS, PROGRAMS, OCCUPATIONS, AND TOWNS. FOR EACH CLASSIFICATION, DATA SHOW THE NUMBER OF COURSES OFFERED, GRADUATES IN 1965, THOSE WHO CONTINUED TRAINING IN FULL-TIME SCHOOL, THOSE WHO ENTERED THE ARMED SERVICES, THOSE AVAILABLE FOR EMPLOYMENT, THE MEAN HOURLY WAGES EARNED, THE NUMBER EMPLOYED IN OCCUPATIONS NOT RELATED TO TRADE, THE UNEMPLOYED, AND THOSE NOT ACCOUNTED FOR. A TABLE AND GRAPHS SHOW TOTAL GRADUATES, NUMBERS EMPLOYED AND NUMBERS CONTINUING FULL-TIME EDUCATION SINCE 1956. (EM)

ED 011 032

VT 000 646

ORGANIZING TO PROVIDE AGRICULTURAL EDUCATION FOR OFF-FARM OCCUPATIONS.

BY- HAMLIN, HERBERT M.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

REPORT NUMBER AGDEX-900-014 PUB DATE AUG 65

EDRS PRICE MF-80.09 HC-80.88 22P.

DESCRIPTORS- *AREA VOCATIONAL SCHOOLS, *OFF FARM AGRICULTURAL OCCUPATIONS, *PROGRAM DEVELOPMENT, *TRANSPARENCIES, *VOCATIONAL AGRICULTURE, COLUMBUS,

THESE MATERIALS TYPED ON A "KINDERGARTEN" TYPEWRITER WERE PREPARED FOR STATE VOCATIONAL LEADERS, TEACHERS, ADMINISTRATORS, AND COORDINATORS TO USE IN PROMOTING EDUCATIONAL PROGRAMS FOR OFF-FARM AGRICULTURAL OCCUPATIONS. THE LARGE TYPE STYLE AND FORMAT ALLOWS THE USER TO MAKE PRESENTATIONS BY USING AN OPAQUE PROJECTOR, OVERHEAD PROJECTOR, OR MULTIPLE COPIES. TRANSPARENCIES AND SPIRIT

DUPLICATOR MASTERS MAY BE MADE DIRECTLY FROM THE PAGES OF THE DOCUMENT. PRESENTATIONS INCLUDE DEFINITIONS, THE SCOPE AND COMPLEXITY OF THE PROGRAM, DIFFERENCES, NEEDS, FAVORING FACTORS, SHARED RESPONSIBILITY, STATE ACTION, AREA SCHOOL ROLE, DIVISION OF RESPONSIBILITY, RECRUITMENT AIDS, PLACEMENT, STATE LEVEL RESPONSIBILITY, COORDINATION, POLICY DEVELOPMENT, ADMINISTRATIVE DECISIONS, AND HAZARDS. THE MATERIALS WERE ORIGINALLY PRESENTED BY DR. H.M. HAMLIN AT THE NATIONAL CONFERENCE ON OFF-FARM AGRICULTURAL OCCUPATIONS SPONSORED BY THE CENTER IN MAY 1965. (JM)

ED 011 033

VT 000 647

POLICY AND ADMINISTRATIVE DECISIONS NEEDED WHEN INTRODUCING VOCATIONAL AND TECHNICAL EDUCATION IN AGRICULTURE FOR OFF-FARM OCCUPATIONS.

BY- HAMLIN, HERBERT M.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

REPORT NUMBER AGDEX-900-014 PUB DATE AUG 65

EDRS PRICE MF-80.09 HC-81.80 40P.

DESCRIPTORS- *OFF FARM AGRICULTURAL OCCUPATIONS, *POLICY FORMATION, *PROGRAM ADMINISTRATION, *VOCATIONAL AGRICULTURE, ADVISORY COMMITTEES, COLUMBUS, ORIENTATION MATERIALS, PROGRAM DEVELOPMENT, PUBLIC RELATIONS,

THE SUCCESS OF PROGRAMS FOR PREPARING STUDENTS FOR ENTRY INTO OFF-FARM AGRICULTURE DEPENDS UPON FUNDAMENTAL POLICY AND ADMINISTRATIVE DECISIONS. THE MAJOR OBJECTIVE OF THIS DOCUMENT IS TO HELP GOVERNING BOARDS AND ADMINISTRATORS THINK THROUGH THE ELEMENTS OF ESTABLISHING SOUND PROGRAMS. IT EXPLAINS THAT (1) OFF-FARM OCCUPATIONAL PROGRAMS ARE ONLY PARTIALLY EXPLORED, (2) NEW PROGRAMS MUST BE PART OF A TOTAL PROGRAM, (3) THE CLIENTELE IS LARGE, (4) POLICIES SHOULD BE DEVELOPED FIRST, (5) EVERY PRECAUTION SHOULD BE TAKEN, (6) BOARD SUPPORT IS INDISPENSABLE, (7) SEVERAL ADMINISTRATIVE LEVELS ARE INVOLVED, AND (8) CONSULTING COMMITTEES ARE VALUABLE. INCLUDED ARE DISCUSSIONS ON POLICY DECISIONS, ADMINISTRATIVE DECISIONS, ADAPTING PROGRAMS TO HIGH SCHOOLS, USING CONSULTING COMMITTEES, AND PUBLICITY AND PROMOTION. A LIST OF REFERENCES IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

ED 011 034

VT 000 648

VOCATIONAL AND TECHNICAL EDUCATION IN AGRICULTURE FOR OFF-FARM OCCUPATIONS.

BY- HAMLIN, HERBERT M.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

REPORT NUMBER AGDEX-900-014 PUB DATE AUG 65

EDRS PRICE MF-80.09 HC-82.32 58P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *DEVELOPMENTAL PROGRAMS, *OFF FARM AGRICULTURAL OCCUPATIONS, *ORIENTATION MATERIALS, *PROGRAM DEVELOPMENT, ADMINISTRATIVE PERSONNEL, BOARDS OF EDUCATION, COLUMBUS, COUNSELORS, TEACHERS,

THE MAJOR OBJECTIVE OF THIS PUBLICATION IS TO ORIENT BOARD MEMBERS, ADMINISTRATORS, TEACHERS, COUNSELORS, AND LAYMEN TO THE EMERGING CONCEPT OF PROGRAMS FOR OFF-FARM AGRICULTURAL OCCUPATIONS AS PART OF A COMPREHENSIVE PROGRAM

OF VOCATIONAL EDUCATION IN AGRICULTURE, IT EXPLAINS THAT A PROGRAM IS DEVELOPING, THE NEED IS ESTABLISHED, CLUSTERING OF OCCUPATIONS MAKES TRAINING FEASIBLE, STATE PLANNING AND OPERATION OF PILOT PROGRAMS ARE IMPERATIVE, THE PRINCIPAL BURDEN WILL FALL UPON AREA SCHOOLS, AND EFFORTS MUST BE COORDINATED. TOPICS COVERED ARE THE NEED FOR A PROGRAM OF EDUCATION IN OFF-FARM OCCUPATIONS, ANTICIPATED BENEFITS, DISTRIBUTION OF RESPONSIBILITY, THE SIGNIFICANCE OF AREA SCHOOLS, COOPERATION WITH EMPLOYERS AND ORGANIZED LABOR, INVOLVEMENT OF OTHER EDUCATORS, STAFFING, FUNDING, FACILITIES, STUDENT SELECTION AND PLACEMENT, PART-TIME STUDENTS, BASIC EDUCATIONAL DEFICIENCIES, PROGRAM PLANNING, RELATED WORK EXPERIENCE, EVALUATION, ADVISORY COMMITTEES, AND POLICY DEVELOPMENT. FIVE EXAMPLES OF DEVELOPING PROGRAMS ARE CITED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JN)

ED 011 035

VT 000 649

PLANNING AND CONDUCTING COOPERATIVE OCCUPATIONAL EXPERIENCE IN OFF-FARM AGRICULTURE.

BY- ANDERSON, HAROLD

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

REPORT NUMBER AGDEX-906-014

PUB DATE AUG 65

EDRS PRICE MF-80.27 HC-85.92 148P.

DESCRIPTORS- #COOPERATIVE EDUCATION, #OFF FARM AGRICULTURAL OCCUPATIONS, #TEACHER ORIENTATION, #VOCATIONAL AGRICULTURE TEACHERS, ADMISSION CRITERIA, ADVISORY COMMITTEES, COLUMBUS, COMMUNITY SURVEYS, COORDINATORS, EMPLOYERS, HIGH SCHOOL STUDENTS, LEGAL PROBLEMS, POLICY FORMATION, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, PUBLIC RELATIONS, STUDENT EVALUATION, STUDENT RECORDS, VOCATIONAL FOLLOWUP.

THE MAJOR OBJECTIVE OF THIS PUBLICATION IS THE ORIENTATION OF VOCATIONAL AGRICULTURE TEACHERS TO THE CONCEPTS OF PLANNING AND CONDUCTING A COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAM FOR OFF-FARM AGRICULTURE. CONTENTS INCLUDE--(1) INTRODUCTION, (2) DEVELOPING LOCAL POLICIES CONCERNING OCCUPATIONAL EXPERIENCE, (3) UTILIZING A CONSULTING COMMITTEE, (4) CONDUCTING A COMMUNITY SURVEY, (5) PROMOTING COOPERATIVE OCCUPATIONAL EXPERIENCES, (6) SELECTING TRAINING STATIONS, (7) SELECTION OF STUDENTS, (8) LEGAL REQUIREMENTS FOR STUDENT WORKERS, (9) PLACEMENT OF STUDENTS IN TRAINING STATIONS, (10) COOPERATING WITH OTHER GROUPS OR ORGANIZATIONS, (11) DEVELOPING TRAINING PLANS, (12) DEVELOPING TRAINING AGREEMENTS, (13) COORDINATION, (14) EVALUATION OF STUDENT PROGRESS, (15) INSTRUCTOR AND STUDENT PROGRESS, (16) FOLLOWUP OF STUDENTS UPON GRADUATION, AND (17) EVALUATION OF COOPERATIVE OCCUPATIONAL EXPERIENCE. THE APPENDIX INCLUDES A SAMPLE POLICY STATEMENT, AN OCCUPATIONAL SURVEY FORM, A COOPERATOR INTERVIEW FORM, A STUDENT APPLICATION FORM, A SELF INTEREST TEST, STANDARDS AND PROVISIONS FOR STUDENT-LEARNER CERTIFICATES, A TRAINING AGREEMENT, A STUDENT EVALUATION FORM, AND AN EMPLOYER'S RATING OF STUDENT FORM. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JN)

ED 011 036

VT 001 088

PROGRAM DEVELOPMENT AND RESEARCH, REPORT OF A NATIONAL SEMINAR ON AGRICULTURAL EDUCATION (OHIO STATE UNIVERSITY, AUGUST 9-13, 1965).

BY- TAYLOR, ROBERT E.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

REPORT NUMBER STUDY-1

PUB DATE 13 AUG 65

EDRS PRICE MF-80.27 HC-87.64 191P.

DESCRIPTORS- #AGRICULTURAL EDUCATION, #EDUCATIONAL RESEARCH, #LEADERSHIP TRAINING, #PROGRAM DEVELOPMENT, #SEMINARS, ADOPTION (IDEAS), COLUMBUS, EDUCATIONAL CHANGE, INNOVATION, LEADERSHIP, OFF FARM AGRICULTURAL OCCUPATIONS, PILOT PROJECTS, PROGRAM EVALUATION, STATE DEPARTMENTS OF EDUCATION, STATE PROGRAMS, VOCATIONAL AGRICULTURE TEACHERS.

THE MAJOR PURPOSE OF THE SEMINAR WAS TO PROVIDE AN OPPORTUNITY FOR STATE LEADERS TO COOPERATIVELY FORMULATE PLANS FOR INITIATING AND IMPROVING STATE RESEARCH AND DEVELOPMENT PROGRAMS. ATTENDING WERE 68 STATE AND NATIONAL LEADERS IN AGRICULTURAL EDUCATION, VOCATIONAL EDUCATION AND SUPPORTING DISCIPLINES FROM 31 STATES. THEY CONSIDERED THE STATE LEADERSHIP ROLE IN (1) RESEARCH AND DEVELOPMENT PROGRAM PLANNING, (2) OUTSIDE RESOURCE UTILIZATION, (3) PILOT PROGRAM PLANNING, CONDUCT, AND EVALUATION, (4) NEW PROGRAM ADOPTION, (5) FUND SOURCE IDENTIFICATION, AND (6) REGIONAL RESEARCH PROGRAM REVIEW AND PLANS. PRESENTATIONS INCLUDED--"THE NEED FOR STATE PROGRAMS OF RESEARCH AND DEVELOPMENT," "DEVELOPING COMPREHENSIVE STATE PROGRAMS OF RESEARCH AND DEVELOPMENT," "UTILIZING OUTSIDE RESOURCES IN RESEARCH AND DEVELOPMENT," "OPPORTUNITIES AND RESPONSIBILITIES FOR RESEARCH AND DEVELOPMENT," "DEVELOPING PROPOSALS FOR FUNDING RESEARCH AND DEVELOPMENT PROJECTS," "ARE WE ASKING THE RIGHT QUESTION," "PROMISING RESEARCH DIRECTIONS IN OFF-FARM AGRICULTURAL OCCUPATIONS," "PRIORITY AREAS FOR PROGRAM DEVELOPMENT IN AGRICULTURAL EDUCATION," STATE LEADERSHIP RESPONSIBILITIES IN PLANNING AND CONDUCTING PILOT PROGRAMS," AND "EVALUATION OF PILOT PROGRAMS." (JN)

ED 011 037

VT 001 089

EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION, REPORT OF A NATIONAL SEMINAR (OHIO STATE UNIVERSITY, JULY 27-30, 1966).

BY- HENSEL, JAMES W.

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE

66

EDRS PRICE MF-80.18 HC-85.12 128P.

DESCRIPTORS- #EDUCATIONAL OBJECTIVES, #PROGRAM EVALUATION, #SEMINARS, #VOCATIONAL AGRICULTURE, AGRICULTURAL EDUCATION, COLUMBUS, EVALUATION METHODS, EVALUATION TECHNIQUES, FEDERAL LEGISLATION, GUIDELINES, OFF FARM AGRICULTURAL OCCUPATIONS, PROGRAM PLANNING, TECHNICAL EDUCATION, VOCATIONAL EDUCATION,

PROVIDING 72 LEADERS FROM 36 STATES AN OPPORTUNITY TO POOL RESOURCES AND PLAN FOR EVALUATION, THE SEMINAR WAS DIRECTED TOWARD CONSIDERATION OF STATE STAFF LEADERSHIP ROLES IN EVALUATING PILOT PROGRAMS, APPRAISING TEACHING MODELS, PLANNING CONTINUING EVALUATION, DEVELOPING EVALUATION TECHNIQUES IN CONJUNCTION WITH PROGRAM PLANNING, AND FORMULATING DISSEMINATION PROCEDURES. INDIVIDUAL PRESENTATIONS INCLUDED--(1) "PURPOSES OF THE SEMINAR," (2)

"OBJECTIVES AND EVALUATION IN VOCATIONAL AGRICULTURE," (3) "THE CENTER PROJECT IN OFF-FARM AGRICULTURAL OCCUPATIONS," (4) "FEDERAL RESPONSIBILITIES IN EVALUATION OF VOCATIONAL AND TECHNICAL EDUCATION," (5) "THE ROLE OF THE CENTER IN NATIONAL EVALUATION," (6) "GUIDELINES FOR THE DEVELOPMENT OF INSTRUMENTS FOR EVALUATION IN VOCATIONAL AGRICULTURE," (7) "A PROGRESS REPORT ON INTERSTATE COOPERATION," (8) "EVALUATION THROUGH RESEARCH," (9) "NATIONAL EVALUATION IN VOCATIONAL AGRICULTURE," (10) "ALTERNATIVES IN PROGRAM PLANNING," AND (11) "EVALUATION AND PROGRAM PLANNING." (JN)

ED 011 038

VT 001 267

CURRICULA IMPLICATIONS FOR NON-FARM AGRICULTURAL EMPLOYMENT IN CONNECTICUT.

BY- MASLEY, PHILIP T.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE SEP 66

EDRS PRICE MF-30.18 HC-82.84 71P.

DESCRIPTORS- #AGRICULTURAL SKILLS, #EMPLOYMENT OPPORTUNITIES, #OCCUPATION SURVEYS, #OCCUPATIONAL CLUSTERS, #OFF FARM AGRICULTURAL OCCUPATIONS, EMPLOYMENT QUALIFICATIONS, EMPLOYMENT TRENDS, HARTFORD, VOCATIONAL AGRICULTURE,

A SURVEY WAS CONDUCTED TO ASCERTAIN OFF-FARM AGRICULTURAL EMPLOYMENT OPPORTUNITIES AND IDENTIFY DISTRIBUTION OF THOSE OCCUPATIONS OR JOB CLUSTERS WITH IMPLICATIONS FOR VOCATIONAL AGRICULTURE CURRICULUM DEVELOPMENT. OF 1,170 FIRMS IDENTIFIED IN A 25 PERCENT SAMPLE OF TOWNS IN CONNECTICUT, 685 WERE CONTACTED AND 480 USABLE RESPONSES WERE OBTAINED BY INTERVIEWERS USING TWO INTERVIEW SCHEDULES. TWO HUNDRED AND NINETY JOB TITLES WERE IDENTIFIED, PRIMARILY IN THE SEMISKILLED AND SALES LEVEL OF EMPLOYMENT. FOOD HANDLING AND PROCESSING, ORNAMENTAL HORTICULTURE, AND LIVESTOCK INDUSTRY WERE THE OCCUPATIONAL FAMILIES HAVING THE MOST EMPLOYEES. IT WAS PREDICTED THAT OVER 17,000 EMPLOYEES IN THE STATE WOULD NEED AGRICULTURAL COMPETENCIES IN 1970. PROJECTIONS OF NEED FOR EMPLOYEES IN 1970 EXCEEDED 10 TIMES THE ANNUAL NUMBER OF VOCATIONAL AGRICULTURE GRADUATES IN 1965. EMPLOYERS PREFERRED HIRING HIGH SCHOOL GRADUATES BETWEEN 17 AND 24 YEARS OLD WITH SOME OCCUPATIONAL EXPERIENCE AND PROFICIENCY IN AGRICULTURE. BECAUSE 51 PERCENT OF THE FIRMS AND 59 PERCENT OF THE EMPLOYEES WERE LOCATED IN CITIES WITH POPULATIONS OVER 25,000, FOCUS ON PROGRAMS NEAR THESE CITIES SEEMED ADVISABLE. RECOMMENDATIONS WERE MADE FOR THE USE OF FINDINGS OF THE STUDY, ESPECIALLY THOSE RELATING TO CLUSTERS OF JOB AND COMPETENCIES. (JN)

ED 011 039

VT 001 281

SYSTEMS UNDER DEVELOPMENT FOR VOCATIONAL GUIDANCE, A REPORT OF A RESEARCH EXCHANGE CONFERENCE (OHIO STATE UNIVERSITY, AUGUST 16-19, 1966).

BY- CAMPBELL, ROBERT E. AND OTHERS

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE 19 AUG 66

EDRS PRICE MF-30.18 HC-82.80 70P.

DESCRIPTORS- #COMPUTER ORIENTED PROGRAMS, #EXPERIMENTAL PROGRAMS, #OCCUPATIONAL INFORMATION, #SYSTEMS APPROACH, CAREER PLANNING, COLUMBUS, COUNSELING PROGRAMS, COUNSELING SERVICES, COUNSELORS, INFORMATION PROCESSING, INFORMATION RETRIEVAL, INFORMATION UTILIZATION, OCCUPATIONAL GUIDANCE,

RESEARCH, SYSTEMS DEVELOPMENT, VOCATIONAL EDUCATION,

PURPOSES OF THE CONFERENCE WERE TO (1) REVIEW EXPERIENCES, PROBLEMS, AND INSIGHTS DEVELOPED BY THE INDIVIDUAL PARTICIPANTS THROUGH RESEARCH AND OPERATIONAL USE OF NEW TECHNOLOGIES, (2) REVIEW THE RELATION OF THESE TECHNOLOGIES TO VOCATIONAL EDUCATION, VOCATIONAL COUNSELING, AND GUIDANCE, AND (3) ARRANGE FOR CONTINUED COMMUNICATION AMONG PARTICIPANTS AS THEY USE SYSTEMS ANALYSIS AND TECHNOLOGY IN VOCATIONAL GUIDANCE RESEARCH AND PRACTICE. THREE AREAS WERE DISCUSSED--(1) PROJECTS DEVOTED TO THE STUDY OF CAREERS, (2) PROJECTS FOR THE DEVELOPMENT AND PRESENTATION OF MATERIAL FOR THE ENHANCEMENT OF CAREER DECISIONS BUT NOT INVOLVING THE COMPUTER, AND (3) PROJECTS DEVOTED TO THE DEVELOPMENT OF MATERIAL AND THE PRESENTATION AND ASSESSMENT OF PRESENTATION WITH THE ASSISTANCE OF TIME-SHARED COMPUTERS. SUMMARIES ARE GIVEN FOR (1) PROJECT TALENT, (2) EXPLORATORY STUDY OF INFORMATION PROCESSING PROCEDURES AND COMPUTER-BASED TECHNOLOGY IN VOCATIONAL COUNSELING, (3) A HARVARD-NEEDS-NEWTON INFORMATION SYSTEM FOR VOCATIONAL DECISIONS, (4) A STUDY OF INTELLECTUAL GROWTH AND VOCATIONAL DEVELOPMENT, (5) THE DEVELOPMENT AND EVALUATION OF A PILOT COMPUTER-ASSISTED VOCATIONAL GUIDANCE PROGRAM, (6) CLEAR LANGUAGE PRINTOUT OF DEMOGRAPHIC AND PSYCHOMETRIC DATA REGARDING COLLEGE STUDENTS, (7) A MULTIMEDIA APPROACH FOR COMMUNICATING OCCUPATIONAL INFORMATION TO NONCOLLEGE YOUTH, (8) VOCATIONAL ORIENTATION SYSTEMS, AND FIVE OTHER PROJECTS. (EM)

ED 011 040

VT 001 281

PROGRAM DEVELOPMENT FOR OCCUPATIONAL EDUCATION, A REPORT OF A NATIONAL SEMINAR FOR LEADERS IN HOME ECONOMICS EDUCATION (OHIO STATE UNIVERSITY, MARCH 28-31, 1966).

BY- LEE, SYLVIA L. HOWELL, KATHLEEN

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE 31 MAR 66

EDRS PRICE MF-30.18 HC-84.88 122P.

DESCRIPTORS- #HOME ECONOMICS EDUCATION, #OCCUPATIONAL HOME ECONOMICS, #PILOT PROJECTS, #PROGRAM DEVELOPMENT, #SEMINARS, ADULT PROGRAMS, COLUMBUS, DISADVANTAGED YOUTH, EDUCATIONAL RESEARCH, HOME ECONOMICS TEACHERS, INNOVATION, POSTSECONDARY EDUCATION, SOCIAL CHANGE,

A SEMINAR WAS HELD TO PROVIDE STATE LEADERS IN HOME ECONOMICS WITH AN OPPORTUNITY TO GAIN GREATER UNDERSTANDING OF HOME ECONOMICS PROGRAMS OF OCCUPATIONAL PREPARATION. PARTICIPANTS INCLUDED DIRECTORS OF AREA VOCATIONAL SCHOOLS, TEACHER EDUCATORS, DEANS OF SCHOOLS OF HOME ECONOMICS, UNIVERSITY EXTENSION SPECIALISTS, STATE EDUCATION DEPARTMENT PERSONNEL, SCHOOL ADMINISTRATORS, SUBJECT MATTER SPECIALISTS, U.S. OFFICE OF EDUCATION REPRESENTATIVES, HOME ECONOMICS SUPERVISORS, DEPARTMENT OF LABOR STAFF, AND GUIDANCE PERSONNEL. THE FOLLOWING PAPERS WERE AMONG THOSE PRESENTED--(1) "A CHALLENGE TO HOME ECONOMICS LEADERS," (2) "UNDERSTANDING THE URBAN SOCIETY," (3) "DYNAMICS OF CHANGE," (4) "A FRAMEWORK FOR PROGRAM DEVELOPMENT," (5) "DEVELOPMENT OF POST-HIGH SCHOOL PROGRAMS," (6) "USE OF RESEARCH STUDIES," AND (7) "EFFECTIVE PLAN FOR PILOT PROGRAMS." KEY PROBLEMS AND IDEAS FOR ACTION WHICH GREW OUT OF GROUP DISCUSSION WERE PRESENTED UNDER FOUR HEADINGS--(1) WORK WITH ALL PHASES OF VOCATIONAL EDUCATION, (2) ADULT PROGRAMS TO MEET COMMUNITY

NEEDS, (3) PROGRAMS DESIGNED TO MEET THE NEEDS OF THE DISADVANTAGED, AND (4) WAYS TO SELECT AND PREPARE TEACHERS FOR TEACHING IN OCCUPATIONAL PROGRAMS. (HS)

ED 011 041 VT 001 317
A NATIONAL SURVEY OF VOCATIONAL EDUCATION PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS.
BY- GROVES, RANSEY H.
OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED
PUB DATE MAY 66
EDRS PRICE MF-80.18 HC-\$4.00 100P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *HIGH SCHOOL STUDENTS, *SPECIAL EDUCATION, *VOCATIONAL EDUCATION, COLUMBUS, CURRICULUM, EDUCATIONAL SURVEYS, HIGH SCHOOLS, PROGRAM ADMINISTRATION, QUESTIONNAIRES, SCHOOL PERSONNEL, TEACHERS,

THE MAJOR OBJECTIVE WAS TO ASCERTAIN THE STATUS OF VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS. THE STUDY INCLUDED ONLY PROGRAMS OPERATED IN PUBLIC HIGH SCHOOLS, FUNDED EITHER PARTIALLY OR FULLY BY THE VOCATIONAL EDUCATION ACT, PUBLIC LAW 88-210, AND DESIGNED SPECIFICALLY FOR STUDENTS WHO HAVE ACADEMIC, SOCIOECONOMIC, OR OTHER HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN REGULAR VOCATIONAL EDUCATION PROGRAMS. PROGRAMS FOR STUDENTS WHO HAVE LOW MENTAL CAPACITY AND REQUIRE A HIGH DEGREE OF ATTENTION BY SPECIALLY TRAINED SCHOOL PERSONNEL WERE EXCEPTED. OF THE 333 TEACHERS RECEIVING A SURVEY QUESTIONNAIRE, 229 RESPONDED. HOWEVER, ONLY 79 QUESTIONNAIRES WERE USABLE BECAUSE OF THE SCOPE OF THE STUDY. THE PROGRAMS WERE SIMILAR TO THE REGULAR VOCATIONAL PROGRAMS. A MAJORITY WERE OPERATED FOR MORE THAN ONE TYPE OF DISADVANTAGED STUDENT AND THE CURRICULUMS WERE PLANNED AND ADAPTED TO THE STUDENTS' ABILITIES. THEY WERE OFTEN DESIGNED TO TRAIN THE STUDENT FOR EMPLOYMENT IN A BROAD SPECTRUM OF OCCUPATIONS RATHER THAN FOR A PARTICULAR SKILL. A NATIONAL SURVEY TO DETERMINE THE NUMBERS AND LOCATIONS OF STUDENTS WITH SPECIAL NEEDS AND RESEARCH TO DETERMINE NUMBERS AND KINDS OF JOBS FOR WHICH STUDENTS WITH SPECIAL NEEDS COULD BE TRAINED WERE RECOMMENDED. (SL)

ED 011 042 VT 001 376
NATIONAL VOCATIONAL-TECHNICAL EDUCATION SEMINAR ON THE DEVELOPMENT AND COORDINATION OF RESEARCH BY STATE RESEARCH COORDINATING UNITS.
BY- CHRISTENSEN, VIRGIL E.
OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED
PUB DATE 4 FEB 66
EDRS PRICE MF-80.18 HC-\$3.48 87P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *EDUCATIONAL RESEARCH, *PROGRAM DEVELOPMENT, *SEMINARS, *VOCATIONAL EDUCATION, AGRICULTURE, COLUMBUS, COMMUNICATION (THOUGHT TRANSFER), EDUCATIONAL CHANGE, INFORMATION DISSEMINATION, PROGRAM EVALUATION REVIEW TECHNIQUE (FERT), RESEARCH COORDINATING UNITS,

THE PURPOSE OF THE 5-DAY SEMINAR WAS TO ASSIST RESEARCH COORDINATING UNIT PERSONNEL AND OTHER EDUCATIONAL LEADERS PLAN AND CONDUCT COMPREHENSIVE STATE PROGRAMS OF RESEARCH AND DEVELOPMENT IN VOCATIONAL EDUCATION. ITS SPECIFIC OBJECTIVES WERE TO (1) DEVELOP A CONCEPT OF RESEARCH AND DEVELOPMENT AND THE CONDITIONS ESSENTIAL FOR ITS SUCCESS, (2) DEVELOP

UNDERSTANDING OF FUNCTIONAL ORGANIZATIONAL STRUCTURE, (3) IDENTIFY KEY INDIVIDUAL AND ORGANIZATIONAL ROLES, (4) DEVELOP AN UNDERSTANDING OF THE DYNAMICS OF PLANNED CHANGE, (5) STIMULATE EMPATHY AND SUPPORT, (6) ESTABLISH LINES OF COMMUNICATION FOR COORDINATING STATE, REGIONAL, AND NATIONAL ACTIVITIES, AND (7) PROVIDE A SETTING FOR SHARING IDEAS AND SEEKING SOLUTIONS. THE SEMINAR WAS ATTENDED BY 57 PARTICIPANTS FROM MANY OF THE STATES. AMONG THE PAPERS PRESENTED AT THE SEMINAR WERE "THE RESEARCH AND DEVELOPMENT CONCEPT - WHAT IS THERE TO BE DONE AND WHO CAN DO IT BEST," "IMPROVING RESEARCH IN VOCATIONAL EDUCATION," "STRUCTURING THE RESEARCH ENVIRONMENT," "ORGANIZING FOR IMPLEMENTING CHANGES IN EDUCATION, SOME IMPLICATIONS FROM AGRICULTURE AND DIFFUSION RESEARCH," "DISSEMINATION OF RESEARCH AND DEVELOPMENT INFORMATION," "APPLICATIONS OF FERT TO EDUCATION," AND "RESEARCH COORDINATION - WHAT LIES AHEAD." (EM)

ED 011 043 VT 001 425
TRADE AND INDUSTRIAL TEACHER EDUCATION, REPORT OF A NATIONAL INVITATIONAL RESEARCH PLANNING CONFERENCE (OHIO STATE UNIVERSITY, MAY 23-27, 1966).
BY- COTRELL, CALVIN J.
OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED
PUB DATE 27 MAY 66
EDRS PRICE MF-80.27 HC-\$7.88 197P.

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL RESEARCH, *TEACHER EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, BIBLIOGRAPHIES, COLUMBUS, COMPUTER ASSISTED INSTRUCTION, EDUCATIONAL TRENDS, FLEXIBLE SCHEDULING, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL TELEVISION, MICRO TEACHING, REFERENCE MATERIALS, TEACHING SKILLS, TELEVISED INSTRUCTION, TELEVISION RESEARCH, TEXTBOOK SELECTION, TEXTBOOKS, TRADE AND INDUSTRIAL TEACHERS, VIDEO TAPE RECORDINGS,

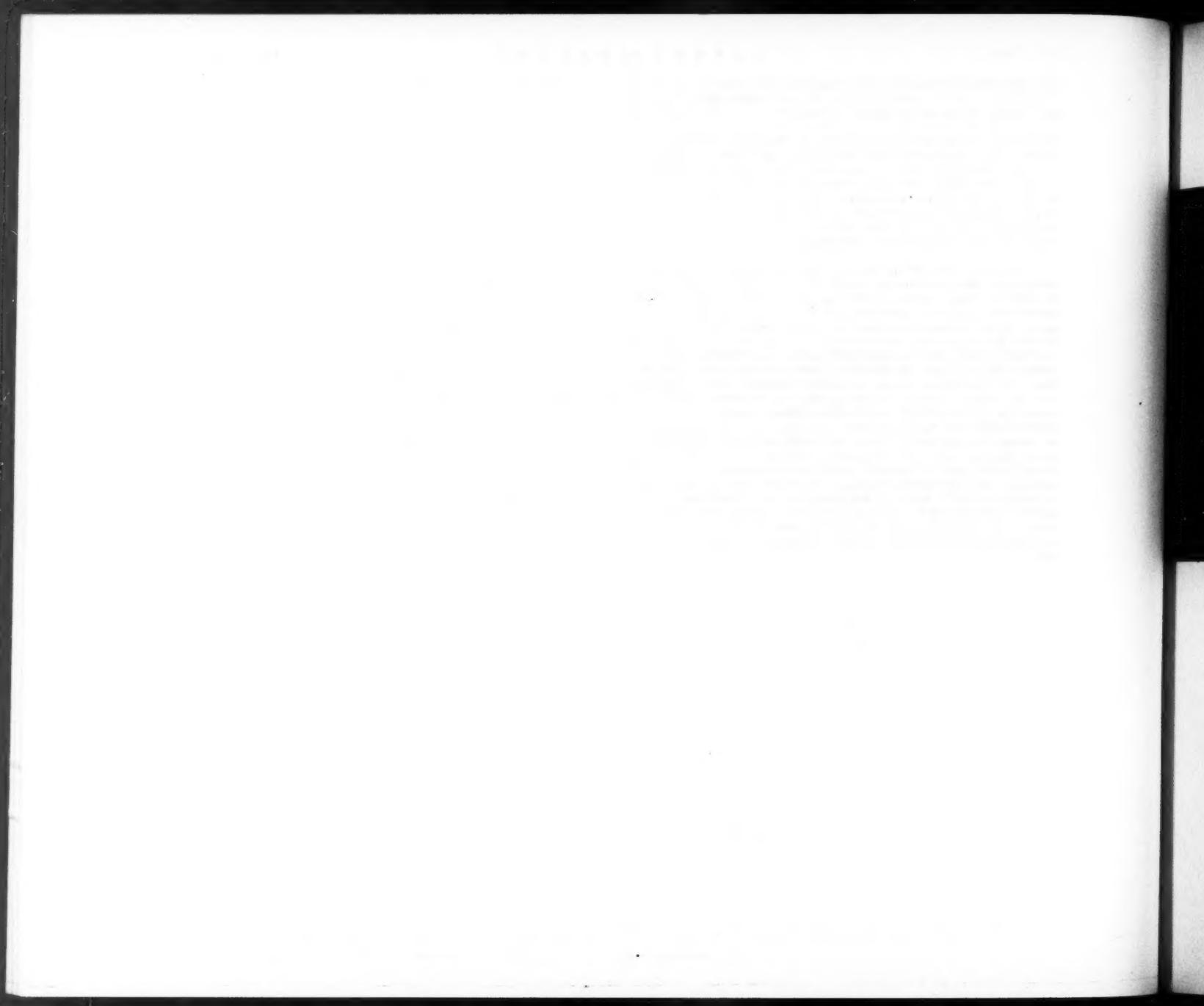
NATIONAL LEADERS WERE BROUGHT TOGETHER TO FOCUS THEIR ATTENTION ON THE GENERATION OF GUIDELINES FOR RESEARCH AND DEVELOPMENT PROGRAMS TO EXPAND AND IMPROVE TRADE AND INDUSTRIAL TEACHER EDUCATION. TO PROVIDE BACKGROUND INFORMATION AND TO STIMULATE THINKING, SEVERAL PAPERS WERE COMMISSIONED AND PRESENTED. THESE PAPERS INCLUDED--(1) "A REVIEW OF RESEARCH IN TRADE AND INDUSTRIAL TEACHER EDUCATION," (2) "REPORT OF ANALYSIS OF SOURCES OF TRADE AND INDUSTRIAL TEACHERS," (3) "ANALYSIS OF TRADE AND INDUSTRIAL TEACHER EDUCATION PROFESSIONAL LITERATURE," (4) "DEVELOPMENT OF TECHNICAL TRAINING, TEACHER TRAINING, AND SCHOOL ADMINISTRATION PROCEDURES IN THE U.S. NAVY," (5) "TELEVISION RECORDINGS--A NEW DIMENSION IN TEACHER EDUCATION," (6) "A CURSORY STUDY OF INNOVATIONS IN TRADE-TECHNICAL TEACHER EDUCATION IN THE UNITED STATES," (7) "IMPLICATIONS OF COMPUTERIZED INSTRUCTION," (8) "THE DEVELOPMENT OF TRAINING LESSONS FOR PRE-SERVICE AND INITIAL-IN-SERVICE VOCATIONAL TEACHER EDUCATION RECORDED AND PRESENTED THROUGH VIDEO TAPE AND TELEVISION WITH SEMINAR SESSIONS," AND (9) "PROJECTIONS FOR TRADE AND INDUSTRIAL TEACHER EDUCATION." (EM)

ED 011 044 VT 001 735
GUIDELINES FOR COOPERATIVE EDUCATION AND SELECTED MATERIALS FROM THE NATIONAL SEMINAR HELD AUGUST 1-5, 1966, A MANUAL FOR THE FURTHER DEVELOPMENT OF COOPERATIVE EDUCATION.
BY- HUFFMAN, HARRY

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED
PUB DATE 67
EDRS PRICE MF-\$0.36 HC-\$9.00 245P.

DESCRIPTORS- *COOPERATIVE EDUCATION, *GUIDELINES, *PROGRAM GUIDES, *SEMINARS, *VOCATIONAL EDUCATION, ADMISSION CRITERIA, ADVISORY COMMITTEES, AUDIOVISUAL AIDS, BIBLIOGRAPHIES, BOARD OF EDUCATION POLICY, COLUMBUS, COORDINATORS, EDUCATIONAL OBJECTIVES, EMPLOYERS, EVALUATION, HIGH SCHOOLS, HISTORICAL REVIEWS, OCCUPATIONAL GUIDANCE, ON THE JOB TRAINING, PROGRAM DEVELOPMENT, PSYCHOEDUCATIONAL PROCESSES, PUBLIC RELATIONS, SCHOOL POLICY, SOCIOECONOMIC INFLUENCES,

THE OBJECTIVES OF THE SEMINAR WERE TO PROMOTE THE USE OF COOPERATIVE EDUCATION IN ALL VOCATIONAL SERVICES AND TO EXPLORE THE POSSIBILITIES OF INTERSERVICE TRAINING FOR OCCUPATIONS REQUIRING KNOWLEDGE AND SKILLS FROM SEVERAL AREAS. IT WAS ATTENDED BY OVER 110 STATE LEADERS FROM 41 STATES. THE GUIDELINES ARE ORGANIZED IN FIVE GROUPS DEALING WITH THE SCHOOL, THE TEACHER-COORDINATOR, THE PROGRAM, THE STUDENT-TRAINEE, AND THE EMPLOYER. AMONG THE SEVENTEEN PAPERS WERE--(1) "IMPENDING SOCIAL, ECONOMIC, AND EMPLOYMENT CHANGES THAT MAY AFFECT COOPERATIVE EDUCATION," (2) "COOPERATIVE EDUCATION AS A POLICY OF THE NATIONAL SCHOOL BOARDS ASSOCIATION," (3) "ESTABLISHMENT, ORGANIZATION, AND OPERATION OF COOPERATIVE EDUCATION," AND (4) "SOME QUESTIONS THAT NEED TO BE ANSWERED ABOUT THE TRAINING OF COORDINATORS." THE APPENDIX CONTAINS (1) SPEAKER-CONSULTANT BIOGRAPHICAL SKETCHES, (2) THE SEMINAR PROGRAM, (3) FORMS FOR ORGANIZING THE SEMINAR, (4) A SELECTED BIBLIOGRAPHY, (5) FORMS FOR ADMINISTERING COOPERATIVE EDUCATION, (6) A ROSTER OF THE 147 SEMINAR PARTICIPANTS, AND (7) A QUESTIONNAIRE USED TO GATHER INFORMATION FROM SELECTED COOPERATIVE EDUCATION PROGRAMS.
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PROJECT
RESUMES

MATERIALS IN THIS SECTION CANNOT BE ORDERED
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Accession Number--an identification number sequentially assigned to project documents as they are processed.

Office of Education Program--a code for the legislative program which supported the research activity.

SAMPLE ENTRY

Title of the Research Project.

EP 000 000

24

Investigator(s)--the individual(s) responsible for the conduct of the project.

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.
INVESTIGATOR: JASPER, NATHAN
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-6-1234 PROP DATE 01-OCT-65
CONTRACT/GRANT OEC-6-12-01234-0033

Institutional Source--the organization at which the research activity is conducted.

DESCRIPTORS: *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.

START DATE 12-15-65 END DATE 06-30-67

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREACH BLOCK OF AN ANTI AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

Start Date and End Date--the starting date and the anticipated ending date for the research project.

Abstractor's initials.

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STUDY OF SPOKEN RUSSIAN (SOVIET USAGE)--SYNTAX.
INVESTIGATOR- VAKAR, N.P.
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-6-2046
CONTRACT OEG-3-6-062046-1230

PROP DATE 67

DESCRIPTORS- #COMPUTATIONAL LINGUISTICS, #LANGUAGE PATTERNS,
#RUSSIAN, #STRUCTURAL ANALYSIS, #SYNTAX, COLUMBUS, ORAL
COMMUNICATION, SPEECH,

START DATE 06-01-66

END DATE 11-30-67

IN AN EFFORT TO PROVIDE THE RUSSIAN LANGUAGE TEACHER AND STUDENT WITH A COUNT AND ANALYSIS OF COMMON SYNTACTIC STRUCTURES, A SENTENCE STUDY OF MODERN SPOKEN RUSSIAN WILL BE MADE. THE SENTENCE STUDY WILL INCLUDE SYNTACTIC STRUCTURES MOST COMMONLY USED, ARRANGED BY THE FREQUENCY OF THEIR OCCURRENCE, AND LISTS AND TABLES PROVIDING INFORMATION ON LENGTH, TYPE, AND COMPOSITION OF SENTENCES, AND PHRASEOLOGICAL UNITS MOST COMMONLY USED. A COLLECTION OF 4,000 SENTENCES WILL BE MADE FROM 400 RANDOM SAMPLES IN A STATISTICAL UNIVERSE OF 1,200,000 RUNNING WORDS FROM 93 SOVIET PLAYS PUBLISHED BETWEEN 1957 AND 1963. THE SENTENCES WILL BE CLASSIFIED, ANALYZED, CODED, AND PROGRAMED FOR COMPUTER OPERATIONS. THE PRINTOUT DATA WILL BE ANALYZED AND SUBMITTED TO RUSSIAN LANGUAGE SPECIALISTS IN THE UNITED STATES FOR THEIR COMMENTARY. (GD)

EP 010 699 24

AN EXPERIMENTAL STUDY OF THE EFFECTS OF MECHANICALLY FORCING COPYING SPEED ON THE LEARNING OF ELEMENTARY GREGG SHORTHAND.
INVESTIGATOR- EDWARDS, RONALD K.
MICHIGAN ST. UNIV., EAST LANSING
BUREAU NUMBER BR-6-8910
GRANT OEG-1-7-068810-1912

PROP DATE 18 APR 66

DESCRIPTORS- #SKILL DEVELOPMENT, #STENOGRAPHY, #TEACHING MACHINES, #VISUAL LEARNING, #WRITING SKILLS, BUSINESS EDUCATION, COMPARATIVE ANALYSIS, EAST LANSING, GREGG SHORTHAND, SKILLED OCCUPATIONS, TEST RESULTS,

START DATE 06-20-67

END DATE 08-31-68

AN ATTEMPT WILL BE MADE TO DETERMINE IF FORCING WRITING SPEEDS THROUGH COPYING SHORTHAND PLATES RATHER THAN BY DICTATION WILL MORE QUICKLY AND EFFECTIVELY DEVELOP THE NECESSARY COMPETENCIES IN SHORTHAND THEORY AND ULTIMATELY LEAD TO GREATER DICTATION AND TRANSCRIPTION ABILITIES. THE PROBLEM WILL BE TO DETERMINE THE DIFFERENCES, IF ANY, IN LEARNING ELEMENTARY GREGG SHORTHAND AS MEASURED BY STANDARD DICTATED TESTS, USING TWO GROUPS OF LEARNERS AND A VISUAL PRESENTATION DEVICE TO FORCE FASTER COPYING SPEEDS. THE EXPERIMENTAL GROUP WILL USE INDIVIDUAL VISUAL PRESENTATION DEVICES, WHILE THE CONTROL GROUP WILL CONTINUE WITH THE TRADITIONAL PRACTICE DICTATION PART OF CLASS ACTIVITY. DICTATED STANDARD SHORTHAND TESTS COVERING BRIEF FORMS, THEORY WORDS, AND TYPICAL BUSINESS LETTERS WILL PROVIDE THE DATA FOR COMPARING THE TWO GROUPS. (GD)

EP 010 700 64

A SYSTEMS APPROACH FOR AUTOMATING THE CATALOGING AND DISTRIBUTION OF EDUCATIONAL MOTION PICTURES.

INVESTIGATOR- VENTO, CHARLES
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
BUREAU NUMBER BR-6-8910
GRANT OEG-1-7-068910-3715

PROP DATE 67

DESCRIPTORS- #AUDIOVISUAL AIDS, #FILMS, #INFORMATION DISSEMINATION, #INFORMATION SYSTEMS, #SYSTEMS ANALYSIS, AUTOMATION, CATALOGING, DATA PROCESSING, INSTRUCTIONAL FILMS, INSTRUCTIONAL TECHNOLOGY, LIBRARY SERVICES, LOS ANGELES, MODELS, OPERATIONS RESEARCH, SYSTEMS DEVELOPMENT,

START DATE 05-01-67

END DATE 04-30-68

A SYSTEMS DESCRIPTION AND SYSTEMS DESIGN WILL BE DEVELOPED TO INTRODUCE MODERN INFORMATION PROCESSING TECHNIQUES INTO THE CATALOGING, BOOKING, AND DISTRIBUTING OF EDUCATIONAL MOTION PICTURES. IN PARTICULAR, A STATEMENT OF REQUIREMENTS FOR THE INTEGRATION OF THESE FUNCTIONS INTO ONE SYSTEM WILL BE DEVELOPED, AND RECOMMENDATIONS WILL BE OFFERED FOR MAKING THE SYSTEM OPERATIONAL. A PRELIMINARY STUDY OF PRESENT SYSTEMS AND THEIR OPERATORS WILL BE MADE, AND A COMPREHENSIVE SYSTEM DESCRIPTION WILL BE PREPARED. INCLUDED IN THE STUDY WILL BE THE FORMULATION OF A MODEL DESIGN OF SYSTEMATIC APPROACH TO ACCESS AND DELIVERY OF EDUCATIVE MATERIALS FOR TEACHERS. (GD)

EP 010 701 24

EFFECTS OF A UNIFIED SCIENCE CURRICULUM ON HIGH SCHOOL GRADUATES.
INVESTIGATOR- SHOWALTER, VICTOR H.
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
BUREAU NUMBER BR-6-8937
GRANT OEG-1-7-068937-3716

PROP DATE 13 JUN 66

DESCRIPTORS- #COMPARATIVE ANALYSIS, #CORE CURRICULUM, #CURRICULUM EVALUATION, #INSTRUCTIONAL DESIGN, #SCIENCE CURRICULUM, COLUMBUS, CONVENTIONAL INSTRUCTION, EVALUATION METHODS, HIGH SCHOOL GRADUATES, SECONDARY EDUCATION, SEQUENTIAL PROGRAMS, STATISTICAL ANALYSIS,

START DATE 05-01-67

END DATE 11-30-67

DIFFERENCES EXISTING BETWEEN RECENT HIGH SCHOOL GRADUATES WHO HAVE UNDERGONE A 4-YEAR UNIFIED SCIENCE CURRICULUM AND THOSE WHO HAVE UNDERGONE A CONVENTIONAL SCIENCE PROGRAM WILL BE DETERMINED, ANALYZED, AND COMPARED. IN CONTRAST TO THE CONVENTIONAL SCIENCE PROGRAM OF A SEQUENCE OF GENERAL SCIENCE, BIOLOGY, CHEMISTRY AND PHYSICS, THE UNIFIED SCIENCE CURRICULUM IS MULTIDISCIPLINARY AND IS ORGANIZED AROUND THEMES COMMON TO ALL SCIENTIFIC DISCIPLINES. A QUESTIONNAIRE WILL BE CONSTRUCTED AND ADMINISTERED TO EVALUATE THE GRADUATES' INTERESTS IN SCIENCE, ATTITUDES TOWARD SCIENCE, AND CAREER ASPIRATIONS. OTHER DATA FOR RESEARCH WILL BE GATHERED FROM HIGH SCHOOL TRANSCRIPTS AND COLLEGE TRANSCRIPTS. ANALYSIS OF THE DATA IS EXPECTED TO PROVIDE A MEASURE OF THE EFFECTS A UNIFIED SCIENCE CURRICULUM HAS ON STUDENTS AFTER THEY GRADUATE AND, IN TURN, PROVIDE AN IMPROVED BASIS FOR CURRICULAR DECISIONS. (AL)

PROJECT RESUMES

PAGE 2

EP 010 702

24

A NINTH-GRADE LABORATORY-CENTERED COURSE STRESSING QUANTITATIVE OBSERVATION AND MATHEMATICAL ANALYSIS OF EXPERIMENTAL RESULTS.

INVESTIGATOR- BADAR, LAWRENCE J.
ROCKY RIVER PUBLIC SCHOOLS, OHIO
BUREAU NUMBER BR-6-1708
CONTRACT OEC-3-7-061708-2206

PROP DATE 30 NOV 65

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *SCIENCE CURRICULUM, *SCIENCE LABORATORIES, *SECONDARY SCHOOL SCIENCE, *TEACHING GUIDES, CURRICULUM DEVELOPMENT, GRADE 9, MANUALS, ROCKY RIVER, SCIENCE COURSES, SCIENCE UNITS, WORKSHOPS,

START DATE 11-01-65

END DATE 01-31-68

MATERIALS WILL BE DEVELOPED AND A SYLLABUS COMPILED FOR A NINTH-GRADE, QUANTITATIVE, LABORATORY-CENTERED PROGRAM TO SERVE AS THE INITIAL COURSE IN A COORDINATED HIGH SCHOOL SCIENCE SEQUENCE. DEVELOPMENT OF THE COURSE IS BASED ON THE PREMISE THAT EARLY LABORATORY EXPERIENCE, INCLUDING QUANTITATIVE OBSERVATION AND ANALYSIS, WILL BETTER PREPARE STUDENTS FOR MORE MEANINGFUL WORK IN CHEMISTRY, PHYSICS, AND BIOLOGY. COURSE MATERIALS ALREADY IN USE WILL BE REFINED AND REVISED, ADDITIONAL EXPERIMENTS WILL BE INCORPORATED, NEW APPARATUS WILL BE DEVELOPED, AND A TEACHER'S GUIDE WILL BE PREPARED. THE GUIDE WILL CONTAIN A SUBJECT MATTER OUTLINE, PROBLEM AND ASSIGNMENT SHEETS, LABORATORY INSTRUCTIONS, APPARATUS INFORMATION, TESTS, AND SOME COLLATERAL READING. WHEN THE COURSE GUIDE IS COMPLETED, A WORKSHOP WILL BE HELD TO ACQUAINT INTERESTED TEACHERS WITH THE PROGRAM AND ENLIST SCHOOLS FOR PILOT STUDIES. (GD)

EP 010 703

40

YOU ARE A SPEECH TEACHER, A FILM FOR PARENTS.

INVESTIGATOR- HANSON, MARVIN
UTAH UNIV., SALT LAKE CITY
BUREAU NUMBER BR-6-1638
GRANT OEG-4-7-061638-1516

PROP DATE 66

DESCRIPTORS- *INSTRUCTIONAL FILMS, *LANGUAGE PATTERNS, *PARENT EDUCATION, *SPEECH HABITS, *SPEECH THERAPY, FILMS, PARENT CHILD RELATIONSHIP, PARENT RESPONSIBILITY, SALT LAKE CITY, SPEECH IMPROVEMENT, SPEECH INSTRUCTION,

START DATE 11-08-66

END DATE 11-08-67

A FILM DEALING WITH THE PREVENTION OF DEFECTIVE SPEECH THROUGH PROPER PARENT-CHILD RELATIONSHIP WILL BE MADE TO MAKE PARENTS AWARE OF PRINCIPLES AND PRACTICES IN CHILD REARING THAT FOSTER GOOD SPEECH DEVELOPMENT. FUNCTIONAL SPEECH PROBLEMS SELECTED FOR INCLUSION IN THE FILM WILL BE THOSE WHICH ARE MOST PREVALENT, AND THE MODEL PARENTAL BEHAVIORS REPRODUCED FOR THE FILM WILL BE DESIGNED TO INFLUENCE VIEWERS TOWARD THE APPROPRIATE BEHAVIOR PATTERNS. THE FILM SHOULD SERVE AS A VALUABLE EDUCATIONAL TOOL FOR PARENTS AND AS AN ADJUNCT TO THE TRAINING OF SPEECH THERAPISTS AS WELL. (GD)

EP 010 704

28

IMPROVEMENT OF VOCATIONAL DECISION-MAKING IN THE COMMUNITY COLLEGE.

INVESTIGATOR- RYAN, T.A.

BLUE MOUNTAIN COMMUNITY COLLEGE, FENDELETON, OREG.

BUREAU NUMBER BR-5-0154

PROP DATE 30 MAY 65

CONTRACT OEC-6-65-065

DESCRIPTORS- *COMMUNITY COLLEGES, *COUNSELING INSTRUCTIONAL PROGRAMS, *DECISION MAKING SKILLS, *DEMONSTRATION PROJECTS, *VOCATIONAL COUNSELING, INDIVIDUAL INSTRUCTION, LEARNING LABORATORIES, MODELS, PENDLETON, PSYCHOLOGICAL CHARACTERISTICS, READING SKILLS, STUDY SKILLS,

START DATE 10-01-65

END DATE 11-30-67

A PROGRAM INTEGRATING THE FUNCTIONS OF INSTRUCTION AND COUNSELING WILL BE DEVELOPED TO INCREASE THE LEVEL OF BASIC KNOWLEDGE, SKILL DEVELOPMENT, EFFECTIVE STUDY BEHAVIOR, AND REALISTIC VOCATIONAL AND EDUCATIONAL DECISION-MAKING BY COMMUNITY COLLEGE YOUTH. DATA WILL BE GATHERED FROM 200-300 SUBJECTS CLASSED ON THE BASIS OF INITIAL SCREENING AS INADEQUATE OR UNREALISTIC DECISION MAKERS. BASIC KNOWLEDGE AND SKILL PROFICIENCY, EFFECTIVE STUDY BEHAVIOR, SELF CONCEPT AND OCCUPATIONAL INFORMATION, DECISION-MAKING SKILLS, AND ASPIRATION WILL BE MEASURED. THE INSTRUCTION-COUNSELING PROGRAM FOR THIS GROUP WILL CONSIST OF APPROXIMATELY 16 HOURS PER WEEK IN READING, STUDY SKILLS, AND PSYCHOLOGICAL LABORATORIES. BESESIDES AFFORDING A LABORATORY ENVIRONMENT, THE PROGRAM WILL STRESS INDIVIDUALIZED INSTRUCTION, TEAM TEACHING, STAFF INVOLVEMENT AND SMALL-GROUP COUNSELING. (GD)

EP 010 705

28

SURVEY OF ADULT EDUCATION OPPORTUNITIES FOR LABOR.

INVESTIGATOR- ROGIN, LAWRENCE
AMERICAN UNIV., WASHINGTON, D.C.

BUREAU NUMBER BR-6-2262

GRANT OEG-2-7-062262-1918

PROP DATE 17 FEB 66

GRANT OEG-2-7-062262-1918

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *EDUCATIONAL OPPORTUNITIES, *LABOR FORCE, *PROGRAM DESCRIPTIONS, *TRADE AND INDUSTRIAL EDUCATION, CATALOGS, DISTRICT OF COLUMBIA, EDUCATIONAL PROGRAMS, LABOR UNIONS, QUESTIONNAIRES, SPECIAL EDUCATION, SURVEYS,

START DATE 01-01-67

END DATE 06-30-68

DATA WILL BE COLLECTED ON THE EXTENT, NATURE, AND PRESENT STATUS OF LABOR EDUCATION (AN INTEGRAL THOUGH SEPARATE PART OF ADULT EDUCATION DEALING WITH THE SPECIALIZED NEEDS OF WORKERS), AND A CATALOG OF PRESENT AND FUTURE NEEDS IN LABOR EDUCATION WILL BE ASSEMBLED. THE INSTRUMENT OF THE SURVEY WILL BE A MAIL QUESTIONNAIRE, TO BE SUPPLEMENTED BY MAIL CONTACTS, TELEPHONE CONTACTS, AND PERSONAL INTERVIEWS. ABOUT 600 ORGANIZATIONS, INCLUDING UNIONS, UNIVERSITIES, PRIVATE GROUPS, AND PUBLIC AGENCIES WHICH ARE CARRYING ON PERMANENT AND YEAR-ROUND EDUCATIONAL ACTIVITIES, WILL BE COVERED IN THE SURVEY. THE SURVEY WILL PROVIDE LABOR EDUCATORS WITH FACTUAL INFORMATION ON PROGRAMS, CLIENTELE, METHODS, MEDIA, AND RESOURCES WHICH ARE AVAILABLE TO MEET THE EDUCATIONAL NEEDS OF WORKERS. (GD)

EP 010 706

24

LISTENER IDENTIFICATION AND RATING OF NEGRO SPEAKERS USING ACUSTIC AND SOCIAL DIALECT ANALYSIS OF PERCEPTUAL VARIABLES.

INVESTIGATOR- BRYDEN, JAMES D.

PROJECT

RESUMES

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VIRGINIA UNIV., CHARLOTTESVILLE
 BUREAU NUMBER BR-7-C-003
 GRANT OEG-1-7-070003-3862

PROP DATE 03 JAN 67

DESCRIPTORS- #ARTICULATION (SPEECH), #AUDITORY DISCRIMINATION, #CAUCASIANS, #NEGRO DIALECTS, #SPEECH HABITS, AUDIOLINGUAL SKILLS, AUDITORY PERCEPTION, CHARLOTTESVILLE, COMPARATIVE ANALYSIS, INFORMATION THEORY, LISTENING HABITS, LISTENING SKILLS.

START DATE 06-01-67

END DATE 05-31-68

THE SIGNIFICANT INTERACTION OF VARIABLES IN LISTENER PERCEPTION OF THE RACIAL IDENTITY OF SPEAKERS WILL BE STUDIED. IN ADDITION, THE SOCIAL AND ACOUTIC FACTORS WHICH CONTRIBUTE TO THE QUALITATIVE RATING OF NEGRO SPEAKERS BY BOTH NEGRO AND CAUCASIAN LISTENERS WILL BE ANALYZED. SAMPLES OF THE SPEECH OF CAUCASIAN AND NEGRO SPEAKERS WILL BE RECORDED USING A STANDARD READING PASSAGE. LISTENERS WILL BE ASKED TO IDENTIFY THE RACE OF EACH SPEAKER AND TO MAKE THEIR OWN THREE-POINT SPEECH PROFICIENCY RATING WHICH WILL BE COMPARED WITH AN EARLIER RATING MADE BY THE INVESTIGATOR. SPEAKERS MOST OFTEN IDENTIFIED AS BEING NEGRO WILL BE COMPARED ON SELECTED ACOUTIC VARIABLES WITH SPEAKERS MOST OFTEN IDENTIFIED AS BEING CAUCASIAN. THE INTERRELATIONSHIP OF SPEAKER AND LISTENER VARIABLES AND INTERGROUP COMPARISON WILL BE DETERMINED THROUGH STATISTICAL TREATMENT OF THE DATA. (GD)

EP 010 707 24

THE USE OF EDUCATION IN TECHNOLOGY IN PROVIDING KNOWLEDGE TO SCIENCE SUPERVISORS.
 INVESTIGATOR- EISS, ALBERT F.
 NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.
 BUREAU NUMBER BR-7-C-006 PROP DATE 17 JAN 67
 GRANT OEG-1-7-070006-3789

DESCRIPTORS- #CURRICULUM DEVELOPMENT, #INSTRUCTIONAL TECHNOLOGY, #LEADERSHIP TRAINING, #SCIENCE CURRICULUM, #SUPERVISORY METHODS, DISTRICT OF COLUMBIA, SUPERVISORS, WORKSHOPS.

START DATE 06-01-67

END DATE 12-31-67

SELECTED INDIVIDUALS CONCERNED WITH SCIENCE SUPERVISION AND CURRICULUM DEVELOPMENT, EDUCATIONAL TECHNOLOGISTS, AND OTHER CONSULTANTS WILL MEET IN A 2-DAY SESSION TO DETERMINE THE MOST USEFUL GOALS FOR A WORKING CONFERENCE OF SCIENCE SUPERVISORS PLANNED FOR JUNE 1968. THE 2-DAY SESSION, STAGE 1 OF A LARGER PLAN TO PROVIDE KNOWLEDGE OF EDUCATIONAL TECHNOLOGY AND SUGGESTIONS FOR ITS APPLICATION TO SCIENCE SUPERVISORS, WILL DEVELOP A STATEMENT OF THE OBJECTIVES OF THE CONFERENCE EXPRESSED IN BEHAVIORAL TERMS AND A TIMETABLE FOR ACTION. DETAILED PLANS FOR THE CONFERENCE WILL BE PREPARED IN STAGE 2. STAGE 3 WILL BE THE CONFERENCE ITSELF. (ED) 22

EP 010 708 24

FOLLOW UP OF HIGH SCHOOL GRADUATES IN THE COUNTY SCHOOL SYSTEMS OF WEST KENTUCKY WHO HAD COUNSELORS.
 INVESTIGATOR- BRUNNER, EDWARD F.
 KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT
 BUREAU NUMBER BR-7-C-010 PROP DATE 30 JAN 67

GRANT OEG-1-7-070010-3858

DESCRIPTORS- #COUNSELING EFFECTIVENESS, #COUNSELOR EVALUATION, #FOLLOWUP STUDIES, #HIGH SCHOOL GRADUATES, #STUDENT OPINION, EMPLOYMENT PATTERNS, FRANKFORT, PERSISTENCE, QUESTIONNAIRES, SCHOOL HOLDING POWER, STUDENT ATTITUDES.

START DATE 06-01-67

END DATE 08-30-68

A PILOT STUDY WILL BE MADE TO ESTABLISH SPECIFIC INFORMATION ABOUT THE RESULTS OF HIGH SCHOOL EDUCATIONAL PROGRAMS IN A PREDOMINANTLY RURAL FARMING ECONOMY. ALL GRADUATES FOR 1961 AND 1965 FROM THE HIGH SCHOOLS IN THE STUDY AREA WHICH HAD SCHOOL COUNSELORS DURING 1964-65 WILL BE MAILED QUESTIONNAIRES FOR (1) INFORMATION ABOUT THE PERSISTENCE OF HIGH SCHOOL GRADUATES IN COLLEGE, (2) INFORMATION ABOUT CHOICE OF JOBS OR OCCUPATIONS, AND (3) OPINIONS OF HIGH SCHOOL GRADUATES CONCERNING THEIR HIGH SCHOOL PROGRAMS AND THEIR POST-HIGH SCHOOL TRAINING AND EMPLOYMENT. THE RESULTING DATA WILL PROVIDE SCHOOL COUNSELORS WITH INFORMATION ABOUT THEIR OWN GRADUATES THAT CAN BE USED FOR THE IMPROVEMENT OF GUIDANCE PROGRAMS. THE PILOT STUDY IS INTENDED TO SUBJECT THE QUESTIONNAIRE TO TESTING PRIOR TO ITS USE IN A CONTINUOUS STATEWIDE FOLLOWUP STUDY PROGRAM. (AL)

EP 010 709

24

THE EFFECT OF GROUP COUNSELING ON MENTALLY RETARDED BOYS' CONCEPTS OF THEMSELVES IN SCHOOL.

INVESTIGATOR- MANN, PHILLIP H.
 VIRGINIA UNIV., CHARLOTTESVILLE
 BUREAU NUMBER BR-7-C-014 PROP DATE 67
 GRANT OEG-1-7-070014-3907

DESCRIPTORS- #BEHAVIOR PROBLEMS, #COUNSELING EFFECTIVENESS, #EDUCABLE MENTALLY HANDICAPPED, #GROUP COUNSELING, #SELF CONCEPT, BEHAVIOR RATING SCALES, CHARLOTTESVILLE, COMPARATIVE ANALYSIS, MALES,

START DATE 06-15-67

END DATE 11-15-67

THE EFFECT OF EXTRA CLASSROOM GROUP COUNSELING ON THE SELF-CONCEPT OF MENTALLY HANDICAPPED BOYS WILL BE STUDIED. TWO GROUPS OF EDUCABLE MENTALLY HANDICAPPED WILL BE SELECTED AT RANDOM FROM A POPULATION OF BOYS WHO ARE CONSIDERED TO BE BEHAVIOR PROBLEMS BY TEACHERS AND ADMINISTRATORS. THE EXPERIMENTAL GROUP WILL RECEIVE 12 ONE-HOUR GROUP COUNSELING SESSIONS. THE CONTROL GROUP WILL RECEIVE SOME OTHER REGULAR STRUCTURED ACTIVITY LIKE LIBRARY OR STUDY. BOTH GROUPS WILL RECEIVE PRETESTS AND POST-TESTS WITH TWO SELF-CONCEPT SCALES AND ONE ANXIETY SCALE. ADDITIONAL COMPARISONS WILL BE MADE ON SUCH VARIABLES AS ACADEMIC RECORD, ATTENDANCE RECORD DURING THE STUDY, AND CONDUCT. (GD)

EP 010 710

24

SCIENCE EDUCATION FOR ELEMENTARY TEACHERS.

INVESTIGATOR- EISS, ALBERT F.
 NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.
 BUREAU NUMBER BR-7-C-016 PROP DATE 67
 GRANT OEG-1-7-070016-3770

DESCRIPTORS- #CATALOGS, #DATA COLLECTION, #INSTRUCTIONAL

PROJECT RESUMES

PAGE 4

INNOVATION, *SCIENCE EDUCATION, *TEACHING TECHNIQUES, DISTRICT OF COLUMBIA, ELEMENTARY SCHOOL TEACHERS, PROGRAM IMPROVEMENT, RESOURCE MATERIALS, SCIENCE PROGRAMS,

START DATE 05-15-67

END DATE 08-31-68

A CHECKLIST OF DESIRABLE PRACTICES IN SCIENCE EDUCATION COURSES FOR ELEMENTARY SCHOOL TEACHERS WILL BE COMPILED FOR STUDYING SCIENCE EDUCATION PROGRAMS. INFORMATION ABOUT PROCEDURES AND IDENTIFICATION OF PROMISING PRACTICES WILL BE OBTAINED FROM VARIOUS UNIVERSITIES AND COLLEGES. AT EACH INSTITUTION A STUDY WILL BE MADE OF ESTABLISHED LOCAL PRACTICES RELATED TO SCIENCE COURSES, SPECIAL METHODS COURSES IN SCIENCE, AND STUDENT TEACHING PRACTICES INVOLVING SCIENCE TEACHING. THE ASSISTANCE OF EXPERTS WILL BE SECURED FOR ANALYZING THE INFORMATION OBTAINED, IN DEVELOPING THE CHECKLIST OF DESIRABLE PRACTICES, AND FOR IDENTIFYING DESIRABLE TECHNIQUES USED BY THE MORE EFFECTIVE TEACHER PREPARATION PROGRAMS. (GD)

EP 010 711

24

A STUDY OF SOME NINETEENTH CENTURY EXPERIMENTS WITH TRANSITIONAL READING MEDIA.
INVESTIGATOR- BOTHE, ALBERT E., JR.
JOHNS HOPKINS UNIV., BALTIMORE, MD.
BUREAU NUMBER BR-7-C-023
GRANT OEG-1-7-070023-3962

PROP DATE 01 MAR 67

DESCRIPTORS- *DATA ANALYSIS, *HISTORICAL REVIEWS, *PHONEMIC ALPHABETS, *PHONETICS, *READING RESEARCH, BALTIMORE, LANGUAGE ARTS, READING INSTRUCTION,

START DATE 06-12-67

END DATE 12-31-67

A HISTORICAL STUDY WILL BE MADE OF THE ATTEMPTS TO USE PHONETIC ALPHABETS AS TRANSITIONAL READING MEDIA FOR LITERACY INSTRUCTION IN THE UNITED STATES DURING THE NINETEENTH CENTURY. THE STUDY WILL ATTEMPT TO UNCOVER A PATTERN OF INNOVATION, USE, AND DISCONTINUANCE WHICH WILL STRUCTURE THE HISTORICAL MATERIAL AND PROVIDE AN UNDERSTANDING OF THE INFLUENCE OF THE FACTORS INVOLVED IN THESE EARLY EXPERIMENTS. BECAUSE OF THE MANY PARALLELS BETWEEN THE EARLY INITIAL READING MEDIA AND MODERN PHONETIC ALPHABETS, THE STUDY SHOULD SERVE AS A SOURCE OF HISTORICAL INFORMATION IN A COMPLETE EVALUATION OF PRESENT-DAY TRANSITIONAL WRITING SYSTEMS. (ED)

EP 010 712

24

AN EXPLORATORY STUDY OF A SELECTED DIMENSION OF COUNSELOR AND NON-COUNSELOR BEHAVIOR.
INVESTIGATOR- GELLEN, MURRAY I.
MIAMI UNIV., CORAL GABLES, FLA.
BUREAU NUMBER BR-7-D-007
GRANT OEG-2-7-070007-3031

PROP DATE 67

DESCRIPTORS- *BEHAVIOR RATING SCALES, *COUNSELING EFFECTIVENESS, *COUNSELOR EVALUATION, *EMPATHY, *PSYCHOLOGICAL CHARACTERISTICS, ATTITUDE TESTS, COMPARATIVE ANALYSIS, CORAL GABLES, COUNSELING INSTRUCTIONAL PROGRAMS, PERCEPTION TESTS,

START DATE 04-01-67

END DATE 03-31-68

A STUDY WILL BE MADE OF ONE DIMENSION OF COUNSELOR BEHAVIOR, EMPATHY, IN AN INVESTIGATION THAT WILL COMPARE COUNSELOR BEHAVIOR WITH NONCOUNSELOR BEHAVIOR. SATISFACTORY CRITERIA FOR COUNSELOR SELECTION AND PREDICTION OF COUNSELOR SUCCESS IN THE BEHAVIORAL DIMENSION OF EMPATHY WILL BE DETERMINED. THE SUBJECTS IN THIS PROJECT WILL CONSIST OF ONE GROUP OF 30 PUBLIC SCHOOL COUNSELORS, ONE GROUP EACH OF 30 COUNSELOR TRAINEES AND 30 GRADUATE STUDENTS WHO ARE SCIENCE MAJORS. EACH SUBJECT WILL BE MEASURED INDIVIDUALLY ON THE TWO COMPONENTS OF EMPATHY WHICH WILL BE CONSIDERED OPERATIONAL VARIABLES, TONE (THE AFFECTIVE COMPONENT) AND PERCEPTION (THE COGNITIVE COMPONENT). THIS INVESTIGATION SHOULD CONTRIBUTE TOWARD SELECTION AND PREPARATION OF PROFESSIONAL COUNSELORS BY INTRODUCING A NEW DIMENSION FOR SCREENING PURPOSES. (GD)

EP 010 713

24

LEARNING OF INCENTIVE-VALUE BY CHILDREN.
INVESTIGATOR- NUNNALLY, JUN C.
VANDERBILT UNIV., NASHVILLE, TENN.
BUREAU NUMBER BR-7-D-013
GRANT OEG-3-7-070013-3738

PROP DATE 03 JAN 67

DESCRIPTORS- *ATTENTION CONTROL, *LEARNING MOTIVATION, *INCENTIVE TECHNIQUES, *REWARDS, *STIMULUS BEHAVIOR, EDUCATIONAL STRATEGIES, ELEMENTARY SCHOOL STUDENTS, INCENTIVE SYSTEMS, LEARNING THEORIES, NASHVILLE, REINFORCERS,

START DATE 06-01-67

END DATE 05-31-68

THE MAJOR RESEARCH OBJECTIVES WILL BE TO IDENTIFY THE PRINCIPLES GOVERNING THE CONDITIONS UNDER WHICH NEUTRAL OBJECTS ACQUIRE SOME OF THE PROPERTIES OF POSITIVE INCENTIVES OR REWARDS AND TO DETERMINE SOME OF THE EFFECTS THAT SUCH INCENTIVES HAVE ON SYMBOLIC PROCESSES, EXPECTANCIES, AND A VARIETY OF ASPECTS OF ATTENTION. THE FIVE MAJOR EXPERIMENTS TO BE RUN WILL BE CONCERNED WITH THE DEVELOPMENT OF EFFECTIVE METHODS OF CONDITIONING INCENTIVE-VALUE, THE MEASUREMENT OF THE EFFECTS OF LEARNED INCENTIVES ON A VARIETY OF BEHAVIORAL SYSTEMS, AND THE USE OF THOSE CONDITIONING METHODS AND DEPENDENT MEASURES FOR TESTING HYPOTHESES. IN EACH EXPERIMENT, CHILDREN IN PUBLIC ELEMENTARY SCHOOLS WILL PLAY GAMES IN WHICH NEUTRAL OBJECTS WILL BE ASSOCIATED WITH REWARDS. INFORMATION DERIVED FROM THIS STUDY SHOULD HAVE APPLICATION IN APPLIED STUDIES OF EDUCATIONAL PRACTICES. (GD)

EP 010 714

24

SOCIO-CULTURAL INFLUENCES ON VIGILANCE IN ELEMENTARY SCHOOL CHILDREN.
INVESTIGATOR- KNOFF, IRWIN J.
EMORY UNIV., ATLANTA, GA.
BUREAU NUMBER BR-7-D-016
GRANT OEG-2-7-070016-1893

PROP DATE 67

DESCRIPTORS- *ATTENTION SPAN, *AUDIOLINGUAL SKILLS, *PERFORMANCE FACTORS, *READING ABILITY, *SOCIOECONOMIC STATUS, ATLANTA, ELEMENTARY SCHOOL STUDENTS, OBSERVATION, RESPONSE MODE, SOCIOCULTURAL PATTERNS,

START DATE 06-01-67

END DATE 05-31-68

VIGILANCE IN CHILDREN OF HIGH AND LOW SOCIOECONOMIC LEVELS (SEL) WILL BE STUDIED AND THE FINDINGS EXTENDED TO AN

INVESTIGATION OF VIGILANCE IN PROFICIENT AND DEFICIENT READERS OF HIGH AND LOW SEL. INFORMATION WILL BE OBTAINED ON THE ABILITY OF CHILDREN TO MAINTAIN OBSERVING RESPONSES IN AN EXPERIMENTAL DESIGN IN WHICH THE OCCURRENCE OF SUCH EVENTS AS WATCHING PICTURES IS MANIPULATED INDEPENDENTLY OF THE RATE OF OBSERVING. THE MANIPULATION OF READING ABILITY AS WELL AS SEL SHOULD PROVIDE INFORMATION ON THE RELATIONSHIP BETWEEN THE ABILITY TO DETECT STIMULI AND THESE TWO SUBJECT VARIABLES. FROM A CONSIDERATION OF VIGILANCE AND DETECTION, THE INVESTIGATOR WILL PROCEED TO AN INQUIRY OF RESPONSE PATTERN CONSISTENCY. INFORMATION ON RESPONSE CHARACTERISTICS OF CHILDREN IN THEIR ABILITIES TO OBSERVE, DETECT, AND SYSTEMATICALLY RESPOND TO ENVIRONMENTAL EVENTS SHOULD AID EDUCATORS IN DEALING WITH LEARNING IN GENERAL AND WITH SCHOOL PERFORMANCE IN PARTICULAR. (GD)

EP 010 715 24

CONDITIONED EMOTIONAL RESPONSE--PERFORMANCE DECREASE IN HUMANS AS A FUNCTION OF TASK COMPLEXITY.

INVESTIGATOR- SACHS, DAVID A.
FLORIDA ST. UNIV., TALLAHASSEE

BUREAU NUMBER BR-7-D-027
GRANT OEG-1-7-070027-3540

PROP DATE 67

DESCRIPTORS- #ANXIETY, #EDUCATIONAL STRATEGIES, #MOTIVATION TECHNIQUES, #STUDENT MOTIVATION, #TASK PERFORMANCE, COMPARATIVE ANALYSIS, MENTALLY HANDICAPPED, NEGATIVE REINFORCEMENT, POSITIVE REINFORCEMENT, TALLAHASSEE, TEACHING TECHNIQUES,

START DATE 05-15-67

END DATE 02-15-68

THIS STUDY WILL ATTEMPT TO DETERMINE (1) HOW INDUCED ANXIETY AFFECTS HUMAN PERFORMANCE AS A FUNCTION OF THE COMPLEXITY OF THE PERFORMANCE TASK AND (2) WHETHER OR NOT ANXIETY PRODUCES QUALITATIVE DIFFERENCES IN TASK PERFORMANCE BETWEEN RETARDED SUBJECTS AND NORMAL SUBJECTS. THE PROCEDURE WILL INVOLVE USING STIMULUS MATCHING TASKS OF THREE DIFFERENT COMPLEXITIES, WHERE COMPLEXITY IS DEFINED IN TERMS OF THE STIMULUS UNCERTAINTY OF THE TASKS. EACH SUBJECT WILL INITIATE THE PRESENTATION OF THE STIMULUS SLIDE AND THEN MAKE THE APPROPRIATE RESPONSE. MEASURES WILL BE TAKEN OF THE RATE OF RESPONDING, STIMULUS PRODUCTION TIME, RESPONSE LATENCY, AND NUMBER OF ERRORS. AFTER ESTABLISHING A STABLE BASELINE FOR THE LOWEST TASK COMPLEXITY, A CONDITIONED SUPPRESSION PARADIGM WILL BE SUPERIMPOSED. THIS ENTIRE PROCEDURE WILL THEN BE REPEATED FOR THE REMAINING TWO TASK COMPLEXITIES. IF A RELATIONSHIP BETWEEN ANXIETY AND PERFORMANCE CAN BE QUANTIFIED, EDUCATORS WOULD BE BETTER ABLE TO DEAL WITH THE PROBLEM OF MOTIVATING STUDENT BEHAVIOR. (GD)

EP 010 716 24

DEVELOPMENT OF A COURSE CONSISTING OF HISTORICAL MATERIALS FOR TEACHING DANCE HISTORY AT THE COLLEGE LEVEL.

INVESTIGATOR- RITCHESON, SHIRLEY
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-7-E-042
GRANT OEG-1-7-070042-3773

PROP DATE 01 OCT 66

DESCRIPTORS- #COLLEGE INSTRUCTION, #CURRICULUM DEVELOPMENT, #CURRICULUM GUIDES, #DANCE, #HISTORY, #REFERENCE MATERIALS, COLUMBUS, INSTRUCTIONAL MATERIALS, RESOURCE MATERIALS,

TEACHING GUIDES,

START DATE 06-15-67

END DATE 06-14-68

A SYLLABUS WILL BE DEVELOPED TO PROVIDE HISTORICAL MATERIALS FOR THE INSTRUCTION OF DANCE HISTORY AT THE COLLEGE LEVEL. A CLASSIFICATION SYSTEM FOR GROUPING SUBJECT MATTER AND REFERENCE MATERIALS WILL BE CONSTRUCTED. A SOURCE BOOK WILL BE PREPARED TO TEST THE ADEQUACY OF THE CLASSIFICATION STRUCTURE. THE SOURCE BOOK WILL CONTAIN BOTH LITERARY AND VISUAL REFERENCES FROM THE PERIOD 1600 TO 1800 IN FRANCE AND ENGLAND. BOTH THE CLASSIFICATION SYSTEM AND THE SOURCE BOOK SHOULD BE USEFUL TO TEACHER EDUCATORS, TO THE SPECIALIST IN DANCE, AND TO STUDENTS AND TEACHERS IN RELATED FIELDS. (GD)

EP 010 717 24

USE OF THE SEMANTIC DIFFERENTIAL TECHNIQUE TO MEASURE PROSPECTIVE ELEMENTARY SCHOOL TEACHER ATTITUDE TOWARD MATHEMATICS AND OTHER SUBJECTS.

INVESTIGATOR- KANE, ROBERT B.
PURDUE RESEARCH FOUNDATION, LAFAYETTE, IND.

BUREAU NUMBER BR-7-E-053
GRANT OEG-1-7-070053-1908

PROP DATE NOV 66

DESCRIPTORS- #ATTITUDE TESTS, #EDUCATIONAL ATTITUDES, #ELEMENTARY SCHOOL TEACHERS, #INTELLECTUAL DISCIPLINES, #SEMANTICS, EDUCATION MAJORS, EVALUATION, ITEM ANALYSIS, LAFAYETTE, LANGUAGE ARTS, MATHEMATICS, SCIENCES, SEMANTIC DIFFERENTIAL SCALE, SOCIAL STUDIES, TEACHER ATTITUDES,

START DATE 06-01-67

END DATE 01-31-68

THE ATTITUDES OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS TOWARD MATHEMATICS WILL BE COMPARED WITH THEIR ATTITUDES TOWARD LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES AS ACADEMIC DISCIPLINES AND AS FUTURE TEACHING AREAS. THE SEMANTIC DIFFERENTIAL SCALE WILL BE USED TO TEST SEVERAL ASPECTS OF THE CONGRUENCY THEORY, REPORT SCALE FACTOR LOADINGS FOR THE CONCEPTS INCLUDED IN THE STUDY, AND TEST THE EFFECTIVENESS OF THE SEMANTIC DIFFERENTIAL SCALE IN THE AREA OF EDUCATIONAL RESEARCH PROBLEMS. THE SUBJECTS WILL BE COLLEGE SENIORS MAJORING IN ELEMENTARY EDUCATION. DATA WILL BE COLLECTED BY ADMINISTERING A SEMANTIC DIFFERENTIAL COMPOSED OF 14 SCALES CENTERING ON EVALUATION, POTENCY, AND ACTIVITY AS THE SALIENT DIMENSIONS IN SEMANTIC SPACE. ATTITUDE MEASURES WILL BE DERIVED FROM EVALUATION SCALE SCORES. INFORMATION ABOUT ATTITUDES AND FINDINGS ABOUT CONGRUENCY AND METHODOLOGY WILL BE SUBMITTED TO APPROPRIATE EDUCATIONAL AND PSYCHOLOGICAL JOURNALS. (GD)

EP 010 718 24

INTERNAL VERBAL RESPONSE OF ELEMENTARY SCHOOL CHILDREN ELICITED BY THE ASSOCIATION OF WORDS.

INVESTIGATOR- HALL, JAMES W.
NORTHWESTERN UNIV., EVANSTON, ILL.

BUREAU NUMBER BR-7-E-064
GRANT OEG-1-7-070064-3779

PROP DATE 08 DEC 66

DESCRIPTORS- #ASSOCIATIVE LEARNING, #LEARNING PROCESSES, #RESPONSE MODE, #VERBAL STIMULI, #WORD RECOGNITION, ELEMENTARY SCHOOL STUDENTS, EVANSTON, NONVERBAL LEARNING,

START DATE 06-01-67

END DATE 08-31-68

THIS RESEARCH WILL CONSTITUTE THE FIRST STAGE IN A PROGRAM DESIGNED TO CLARIFY THE NATURE AND DEVELOPMENT OF THE VERBAL MEDIATION PROCESS, AND TO MOVE TOWARD THE APPLICATION OF KNOWLEDGE OF MEDIATED BEHAVIOR TO SCHOOL LEARNING SITUATIONS AND PROBLEMS. THREE STUDIES RELATING TO MEDIATIONAL DEFICIENCY WILL BE CONDUCTED TO INVESTIGATE THE OCCURRENCE OF "FALSE RECOGNITION" WHICH IS THE IDENTIFICATION OF A WORD AS BEING THE SAME WORD AS A PREVIOUSLY HEARD, BUT DIFFERENT, CLOSELY ASSOCIATED WORD. THE AIM OF THESE STUDIES WILL BE TO CLARIFY (1) THE NATURE OF THE PROCESSES INVOLVED IN THE FALSE RECOGNITION PHENOMENON AND (2) THE RELATION OF FALSE RECOGNITION FREQUENCY TO CERTAIN SUBJECT VARIABLES IN ELEMENTARY SCHOOL CHILDREN. THE RESEARCH WILL DEAL WITH FALSE RECOGNITION AS (1) A FUNCTION OF INTERTRIAL INTERVAL DURING LEARNING AND RECOGNITION, (2) A FUNCTION OF VARIATIONS IN LEARNING INSTRUCTIONS, (3) A FUNCTION OF ASSOCIATIVE STRENGTH OF WORD PAIRS, AND (4) A FUNCTION OF AGE, SEX, INTELLIGENCE, AND READING ABILITY. THE RESULTS OF THESE STUDIES ARE EXPECTED TO GENERATE ADDITIONAL RESEARCH OF INCREASING RELEVANCE TO EDUCATIONAL PROBLEMS. (AL)

EP 010 719

48

A PILOT STUDY IN THE USE OF VIDEOTAPE AND INSTANT REPLAY TO ACCELERATE COUNSELING THERAPY.

INVESTIGATOR- PEDERSON, M. GORDON
MARQUETTE UNIV., MILWAUKEE, WIS.

BUREAU NUMBER BR-7-E-068

PROP DATE 15 DEC 66

GRANT OEG-1-7-070068-3487

DESCRIPTORS- #COUNSELING EFFECTIVENESS, #COUNSELING INSTRUCTIONAL PROGRAMS, #DOCTORAL PROGRAMS, #FEEDBACK, #VIDEO TAPE RECORDINGS, AUDIO VIDEO LABORATORIES, COUNSELOR EVALUATION, MILWAUKEE, PILOT PROJECTS, PROGRAM EVALUATION, PSYCHOTHERAPY;

START DATE 03-01-67

END DATE 11-30-67

A PILOT STUDY OF THE USE OF VIDEOTAPE AND INSTANT REPLAY-RECALL IN PSYCHOTHERAPY WILL BE CONDUCTED TO (1) TEST THE VALUE OF THIS METHOD TO ACCELERATE THE CLIENT'S PROGRESS IN THERAPY AND (2) DEVISE BETTER METHODS FOR TRAINING DOCTORAL CANDIDATES FOR THEIR ROLE AS THERAPISTS. TO TEST THE EFFECTIVENESS OF THIS NEW METHOD, THREE SEPARATE GROUPS WILL BE USED. A CONTROL GROUP WILL RECEIVE NO COUNSELING. THE SECOND GROUP WILL USE COUNSELING WITH THE AID OF AUDIOTAPE RECORDINGS. THE THIRD GROUP WILL UTILIZE THE EXPERIMENTAL VIDEOTAPING TO RECORD THE COUNSELING SESSION BOTH AUDIBLY AND VISUALLY. EACH COUNSELOR TRAINEE WILL COUNSEL TWO CLIENTS USING AUDIOTAPE AND TWO CLIENTS USING VIDEOTAPE. A STATISTICAL ANALYSIS WILL BE MADE BY COMPARING EACH COUNSELOR'S EVALUATION OF THE SECOND, SIXTH, AND 10TH (FINAL) INTERVIEWS WITH THE EVALUATIONS OF THE OTHER COUNSELORS. ADDITIONAL EVALUATION OF THE COUNSELING SESSIONS WILL BE MADE BY A PANEL OF EXPERTS IN THE FIELD OF PSYCHOTHERAPY AND BY A COMPARISON OF THE CLIENTS' PRE- AND POST-TEST SCORES ON THE "ADJECTIVE CHECK LIST" SCALE. (AL)

EP 010 720

24

A STUDY TO DETERMINE THE ASPECTS OF PRE-SERVICE TEACHER PERFORMANCE AS MEASURED BY THE TEACHING SITUATION REACTION

TEST.

INVESTIGATOR- MURRAY, C. KENNETH
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-7-E-070
GRANT OEG-1-7-070070-3722

PROP DATE 15 DEC 66

DESCRIPTORS- #MEASUREMENT INSTRUMENTS, #PRESERVICE EDUCATION, #TEACHER EDUCATION CURRICULUM, #TEST CONSTRUCTION, #TEST VALIDITY, COLUMBUS, COMPARATIVE ANALYSIS, FACTOR ANALYSIS, ITEM ANALYSIS, STUDENT TEACHERS, TEACHING SITUATION REACTION TEST,

START DATE 05-01-67

END DATE 10-31-67

TO MEET A NEED FOR MORE KNOWLEDGE ABOUT THE FACTORS THAT ARE A PART OF THEORETICAL CONSTRUCT OF THE TEACHING SITUATION REACTION TEST (TSRT), AN ATTEMPT WILL BE MADE TO DETERMINE THE FACTORS RELATED TO TEACHING PERFORMANCE THAT ARE MEASURED BY THIS TEST. THIS AND SIX OTHER MEASUREMENT INSTRUMENTS WILL BE ADMINISTERED TO AN INCIDENTAL NONPROBABILITY SAMPLE OF APPROXIMATELY 350 PRESERVICE TEACHER EDUCATION STUDENTS. THE DATA COMPILED ON THIS SAMPLE WILL CONSIST OF TSRT SCORES, SCORES OF THE INDIVIDUAL 48 ITEMS OF THE TSRT, THE MEAN RANKING OF THE OPTIONS OF EACH TSRT ITEM, AND SCORES FROM SIX OTHER SCALES. A FACTOR ANALYSIS WILL BE UNDERTAKEN TO DETERMINE RELATIONSHIPS AMONG THE SCORES AND THE CONSTRUCT VALIDITY OF THE TSRT. (GD)

EP 010 721

24

A STUDY OF COUNSELOR BIAS IN RELATION TO CLIENT PREFERENCE AND ACCEPTANCE.

INVESTIGATOR- THOMPSON, CHARLES L.
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-7-E-072
GRANT OEG-1-7-070072-3717

PROP DATE 31 DEC 66

DESCRIPTORS- #BEHAVIOR PATTERNS, #COUNSELING EFFECTIVENESS, #COUNSELOR PERFORMANCE, #IDENTIFICATION TESTS, #PSYCHOMETRICS, COLUMBUS, FACTOR ANALYSIS, SECONDARY SCHOOL COUNSELORS, SELF CONCEPTS,

START DATE 05-01-67

END DATE 12-31-67

THE OVERALL OBJECTIVE OF THIS PROJECT WILL BE TO DETERMINE IF SCHOOL COUNSELORS HOLD SYSTEMATIZED BIASES REGARDING CLIENT IDEALNESS AND PREFERENCE. IF "IDEAL" TYPES OF CLIENTS ARE IDENTIFIABLE, A SECOND OBJECTIVE WILL BE TO DETERMINE THE NATURE OF IDEAL AND NONPREFERRED CLIENTS AND THE EXTENT TO WHICH THESE TYPES VARY IN CHARACTERISTICS AMONG COUNSELORS. THE THIRD OBJECTIVE WILL BE TO ASCERTAIN THE RELATIONSHIP BETWEEN CLIENT IDEALNESS AND SUCH FACTORS AS (1) CLIENT-COUNSELOR PERSONALITY SIMILARITY, (2) THE COUNSELOR'S OWN JUDGMENT OF HIS EFFECTIVENESS, AND (3) THE CLIENT'S JUDGMENT OF HIS COUNSELOR'S EFFECTIVENESS. TEN COUNSELORS WILL BE ASKED TO IDENTIFY TEN CLIENTS WITH WHOM THEY FEEL THEY HAVE BEEN RELATIVELY SUCCESSFUL AND TEN CLIENTS WITH WHOM THEY FEEL THEY HAVE BEEN RELATIVELY UNSUCCESSFUL. CLIENTS WILL THEN BE COMPARED ON SUCH ITEMS AS GRADE POINT AVERAGE, TYPE OF CURRICULUM, PARENTS' OCCUPATIONAL LEVEL, FUTURE PLANS, INTELLIGENCE TEST SCORE, SEX, CATEGORY OF COUNSELING PROBLEM, CAUSE OF PROBLEM, COUNSELOR'S EVALUATION OF THE COUNSELING EXPERIENCE, CLIENT'S EVALUATION OF THE

PROJECT RESUMES

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COUNSELING EXPERIENCE, AND CLIENT-COUNSELOR PERSONALITY SIMILARITY (INVERS-BRIGGS TYPE INDICATOR). RESULTS SHOULD AID IN THE SELECTION, PLACEMENT, AND TRAINING OF COUNSELORS. (GD)

EP 010 722 24

A STUDY OF THE CHARACTERISTICS OF WOMEN WHO BEGIN TEACHING AFTER AGE 35.

INVESTIGATOR- DOTY, BARBARA A.
NORTH CENTRAL COLL., NAPERVILLE, ILL.

BUREAU NUMBER BR-7-E-102

GRANT OEG-1-7-070102-3960

PROP DATE 03 FEB 67

DESCRIPTORS- #AGE DIFFERENCES, #PERFORMANCE FACTORS, #PREDICTIVE ABILITY (TESTING), #TEACHER CHARACTERISTICS, #TEACHER EVALUATION, ACADEMIC PERFORMANCE, AGE, AGE GROUPS, INDIVIDUAL DIFFERENCES, NAPERVILLE, PREDICTION, TEACHER EDUCATION, TEACHERS.

START DATE 06-15-67

END DATE 06-14-68

TEACHERS OF TWO DIFFERENT AGE GROUPS WILL BE STUDIED TO DETERMINE WHETHER ANY SIGNIFICANT DIFFERENCES APPEAR IN TEACHER PERFORMANCE AS A FUNCTION OF AGE. THE PRIMARY AIM IS TO DETERMINE CHARACTERISTICS WHICH BEST PREDICT FUTURE TEACHER EFFECTIVENESS OF WOMEN OVER 35 AT THE TIME THEY BEGIN THEIR PREPARATIONS FOR TEACHING. THE STUDY WILL CONSIST OF 200 WOMEN WHO HAVE HELD A TEACHING POSITION FOR AT LEAST 1 YEAR AND WHO HAVE RECEIVED A BACHELOR'S DEGREE FROM NORTH CENTRAL COLLEGE, NAPERVILLE, ILLINOIS, BETWEEN 1960-66. THE SAMPLE POPULATION WILL BE FEMALE, CAUCASIAN, MIDDLE-CLASS ELEMENTARY AND SECONDARY LEVEL PUBLIC SCHOOL TEACHERS. THE TWO AGE RANGES TO BE STUDIED ARE TEACHERS BETWEEN THE AGES OF 23 TO 28 YEARS AND THOSE WHO RETURNED TO COLLEGE AT A MORE MATURE AGE, RECEIVED THEIR DEGREES, HAVE TAUGHT, AND ARE BETWEEN THE AGES OF 36 TO 42 YEARS. THE PERFORMANCE OF BOTH GROUPS WILL BE COMPARED ON A NUMBER OF VARIABLES, INCLUDING MEASURES OF PERFORMANCES AS STUDENTS AND AS TEACHERS, BACKGROUND CHARACTERISTICS, AND PERSONAL ATTRIBUTES. DATA WILL BE STATISTICALLY ANALYZED AND THE RESULTS REPORTED. (FM)

EP 010 723 24

THE EFFECTS OF PRACTICE VARIABLES ON FILM MEDIATED PERFORMANCE.

INVESTIGATOR- MONTGOMERY, MARGARET A.
INDIANA UNIV., BLOOMINGTON
BUREAU NUMBER BR-7-E-107
GRANT OEG-1-7-070107-4234

PROP DATE 06 FEB 67

DESCRIPTORS- #AUDIOVISUAL INSTRUCTION, #FILMS, #LEARNING PROCESSES, #PERCEPTUAL MOTOR COORDINATION, #PSYCHOMOTOR SKILLS, BLOOMINGTON, COLLEGE STUDENTS, OBJECT MANIPULATION,

START DATE 06-01-67

END DATE 12-31-67

THE EFFECTS OF VARIOUS RATES OF PRESENTATION OF FILMED STIMULUS MATERIALS ON THE MOTOR PERFORMANCE OF SUBJECTS WHO ARE ENGAGED IN VARIOUS PRACTICE MODES WILL BE INVESTIGATED. A SAMPLE POPULATION OF 180 STUDENTS FROM INDIANA UNIVERSITY WILL BE PRESENTED WITH A FILMED PERFORMANCE OF AN EXPERT TYING AN UNFAMILIAR ASIAN KNOT, THE "KINGFISH." EACH OF THE FOLLOWING VARIABLES, AS WELL AS THE INTERACTION AMONG THE VARIABLES, WILL BE STUDIED--(1) THE SLOW, MEDIUM, AND "FAST"

(NORMAL FOR AN EXPERT) SPEED OF FILM, (2) MASSED AND SPACED VIEWING AND PRACTICE SCHEDULES, AND (3) CONCURRENT AND NONCURRENT PRACTICE SCHEDULES. A CRITERION MEASURING DEVICE WILL EVALUATE THE QUALITY OF EACH PRACTICE PERFORMANCE. FOLLOWING A SIMPLE PRACTICE SESSION, INVOLVING THE SAME NUMBER OF PRACTICE PERFORMANCES FOR EACH SUBJECT, A CRITERION TEST WILL BE ADMINISTERED. THE DATA FROM THE EXPERIMENTAL RESEARCH WILL BE STATISTICALLY ANALYZED. THE RESULTS WILL BE REPORTED IN A DISSERTATION BY THE AUTHOR, AND ABSTRACTS WILL BE SENT TO APPROPRIATE EDUCATIONAL JOURNALS. THE AUTHOR HOPES THAT THIS EDUCATIONAL RESEARCH PROBLEM WILL SERVE AS A LINK TO TRANSLATE RESEARCH FINDINGS INTO USEFUL INSTRUCTIONAL PRACTICES IN MOTOR LEARNING. (FM)

EP 010 724

24

THE ORGANIZATIONAL CLIMATE AND BUREAUCRATIC STRUCTURE OF SCHOOLS.

INVESTIGATOR- RANYARD, RUDGE W.
WHITMAN COLL., WALLA WALLA, WASH.
BUREAU NUMBER BR-7-I-010
GRANT OEG-1-7-070010-3881

PROP DATE 28 NOV 66

DESCRIPTORS- #SCHOOL ENVIRONMENT, #SCHOOL ORGANIZATION, #SCHOOL SUPERVISION, #TEACHER ATTITUDES, #TEACHING CONDITIONS, RIVERSIDE COUNTY, SAN BERNARDINO COUNTY, SCHOOL ADMINISTRATION, SCHOOL PERSONNEL, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER RESPONSIBILITY, TEACHER SUPERVISION, WALLA WALLA.

START DATE 06-01-67

END DATE 05-31-68

ELEMENTARY SCHOOLS (188) IN 21 UNIFIED SCHOOL SYSTEMS IN SAN BERNARDINO AND RIVERSIDE COUNTIES, CALIFORNIA, WILL BE STUDIED TO INVESTIGATE THE ASSUMPTION THAT THERE IS A SIGNIFICANT POSITIVE RELATIONSHIP BETWEEN THE ORGANIZATIONAL CLIMATE OF THE SCHOOL AND THE BUREAUCRATIC STRUCTURE OF THE SCHOOL SYSTEM. TEACHERS IN THESE SCHOOLS WILL BE ADMINISTERED THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE. FROM THE DATA GATHERED, THE 25 PERCENT EXTREMES WILL BE IDENTIFIED AS THE MOST "OPEN" AND MOST "CLOSED" CLIMATES. "OPEN" CLIMATES ARE DEFINED AS THOSE IN WHICH TEACHERS HAVE A HIGH GROUP-SPRIT AND WORK WELL TOGETHER. "CLOSED" CLIMATES ARE DESCRIBED AS THOSE IN WHICH TEACHERS EXPERIENCE LITTLE SATISFACTION FROM TASK ACHIEVEMENT OR IN SOCIAL NEEDS. A SCALE WILL THEN BE USED WITH TEACHERS AS A MEASURE OF THE BUREAUCRATIC STRUCTURES OF THE SCHOOLS IN THE EXTREME GROUPS. IT IS EXPECTED THAT THE DATA GATHERED WILL VERIFY THREE HYPOTHESES--(1) THE MORE BUREAUCRATIC SCHOOL SYSTEMS WILL HAVE A GREATER NUMBER OF SCHOOLS THAT ARE "OPEN" THAN "CLOSED," (2) INDIVIDUAL SCHOOLS WITH "OPEN" CLIMATES WILL BE MORE BUREAUCRATICALLY STRUCTURED, (3) INDIVIDUAL SCHOOLS WITH "CLOSED" CLIMATES WILL BE LESS BUREAUCRATICALLY STRUCTURED, AND (4) TEACHERS IN SCHOOLS WITH "OPEN" CLIMATES WILL IDENTIFY SIGNIFICANTLY MORE SCHOOL RULES AS RATIONAL THAN IRRATIONAL. (AL)

EP 010 725

24

INTEGRATION OF ELEMENTARY MATHEMATICS AND SCIENCE CURRICULUM.
INVESTIGATOR- HARDY, CHARLES N. CLINE, FRANK M.
HIGHLINE PUBLIC SCHOOLS, SEATTLE, WASH.

BUREAU NUMBER BR-7-I-029
GRANT OEG-1-7-070029-2823

PROP DATE 21 NOV 66

DESCRIPTORS- #DISCOVERY LEARNING, #ELEMENTARY SCHOOL SCIENCE, #INTERDISCIPLINARY APPROACH, #MATHEMATICS CURRICULUM, #PRIMARY GRADES, CURRICULUM DEVELOPMENT, ELEMENTARY EDUCATION, ELEMENTARY GRADES, ELEMENTARY SCHOOL, ELEMENTARY SCHOOL TEACHERS, EXPERIMENTAL PROGRAMS, FUSED CURRICULUM, PROGRAM COORDINATION, SCIENCE CURRICULUM, SCIENCE PROGRAMS, SEATTLE,

START DATE 05-15-67

END DATE 05-14-68

SCIENCE AND MATHEMATICS CURRICULUMS FOR GRADES K-3 WILL BE COMBINED IN A 6-MONTH EXPERIMENTAL PROGRAM. THE PROGRAM, BASED ON THE INQUIRY SYSTEM OF TEACHING AND LEARNING, WILL INCLUDE 20 ELEMENTARY SCHOOL TEACHERS AND APPROXIMATELY 600 STUDENTS. THE OBJECTIVE IS TO PROMOTE A MOVE TOWARD TEACHING FOR "LEARNING AS A WHOLE," RATHER THAN FOR LEARNING ISOLATED SUBJECT MATTER. ANOTHER OBJECTIVE IS TO ACTIVATE LEARNING BY PROVIDING AN ENVIRONMENT WHICH DEMONSTRATES THE COMMONALITY OF SUBJECT AREAS, NOT THEIR SEPARATENESS. A TEAM OF FIVE SCIENCE AND MATHEMATICS EXPERTS WILL PREPARE TEACHERS' TEXTS AND LABORATORY MATERIALS. THE TEACHERS WHO WILL INTRODUCE THE INTEGRATED CURRICULUM WILL TAKE PART IN A 2-DAY INTRODUCTORY WORKSHOP, AND A COLLEGE COURSE OF 14 WEEKS DURATION ON THE INTEGRATION OF MATHEMATICS AND SCIENCE CURRICULUM WILL BE OFFERED TO THEM. EVALUATION OF THE PROGRAM WILL TAKE PLACE THROUGHOUT THE TERM OF THE PROJECT, AND SPECIAL ATTENTION WILL BE GIVEN TO THE DESIGN AND ANALYSIS OF THE MATERIALS AND PROCEDURES USED. IF SUCCESSFUL, THIS INTEGRATED PROGRAM WOULD REDUCE THE DIFFERENT SUBJECT AREAS THE TEACHER MUST NOW TEACH, AS WELL AS PRESENT MATERIALS THAT CHILDREN CAN VIEW AS PART OF "ONE WORLD." RESULTS OF THE PROGRAM WILL BE MADE AVAILABLE TO INTERESTED PARTIES, AND IF SUCCESSFUL, LOCAL EXPANSION WILL BE SOUGHT. (PH)

EP 010 726

24

COGNITIVE VERBAL LEARNING USING ENGLISH, SPANISH, AND BILINGUAL INSTRUCTION WITH MEXICAN-AMERICAN HEAD START CHILDREN.

INVESTIGATOR- BARCLAY, LISA K.
NEW HAVEN UNIFIED SCHOOL DISTRICT
BUREAU NUMBER BR-7-I-035

PROF DATE 17 MAR 67

GRANT OEG-1-7-070035-3871

DESCRIPTORS- #BILINGUAL STUDENTS, #LEARNING READINESS, #PRESCHOOL CURRICULUM, #PRESCHOOL LEARNING, #VERBAL LEARNING, HEAD START, INSTRUCTIONAL MATERIALS, PROGRAM IMPROVEMENT, UNION CITY,

START DATE 05-15-67

END DATE 07-31-68

THE RELATIVE EFFICACY OF A COGNITIVE-VERBAL LEARNING APPROACH IN PREPARING MEXICAN-AMERICAN CHILDREN FOR SCHOOL WILL BE ASSESSED UTILIZING EITHER THE ENGLISH OR SPANISH LANGUAGE OR BOTH. THE COMPARATIVE HOLDING POWER OF THIS COGNITIVE-VERBAL APPROACH WILL THEN BE COMPARED TO THE TRADITIONAL NURSERY SCHOOL APPROACH GENERALLY USED IN HEAD START PROGRAMS. BILINGUAL AND SPANISH SPEAKING CHILDREN, PARTICIPATING IN A HEAD START SUMMER PROGRAM, WILL BE RANDOMLY DIVIDED INTO FOUR TREATMENT GROUPS. ONE GROUP WILL RECEIVE COGNITIVE-VERBAL TRAINING USING SPANISH ONLY, ANOTHER WILL USE ENGLISH ONLY. A THIRD GROUP WILL USE SPANISH AND ENGLISH EQUALLY, AND A FOURTH GROUP WILL RECEIVE A PLACEDO

TREATMENT SIMPLY CONSISTING OF READING TO THE GROUP IN ENGLISH. ALL THE CHILDREN WILL PARTICIPATE IN THE REGULAR HEAD START PROGRAM EXCEPT THAT EACH GROUP WILL MEET DAILY FOR TREATMENT PROCEDURES. CURRICULUM MATERIALS WILL BE DEVELOPED FOCUSING ON MAJOR CONCEPTS OF IDENTITY, SPATIAL RELATIONSHIP, RELATIVE SIZE AND QUANTITY, TIME, FORM, QUALITY, AND POSITIVE AND NEGATIVE ATTRIBUTES. AT THE CONCLUSION OF THE PROGRAM ALL THE CHILDREN IN THE FOUR GROUPS WILL BE TESTED ON THE ENGLISH AND THE LOCALLY DEVELOPED SPANISH VERSIONS OF THE PEABODY PICTURE VOCABULARY TEST AND THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES. PROGRAM TEST SCORES WILL BE ANALYZED FOLLOWING THE END OF THE SUMMER PROGRAM AND AT THE END OF THE KINDERGARTEN YEAR. THE FINDINGS SHOULD HAVE SOME IMPLICATIONS FOR THE TEACHING OF BILINGUAL CHILDREN IN HEAD START PROGRAMS. (GD)

EP 010 727

24

HIGH SCHOOL CHARACTERISTICS AND EDUCATIONAL OPPORTUNITY--AN ORGANIZATIONAL AND CAREER ANALYSIS.

INVESTIGATOR- GOLD, DAVID
CALIFORNIA UNIV., SANTA BARBARA
BUREAU NUMBER BR-7-I-036

PROF DATE 67

GRANT OEG-1-7-070036-3880

DESCRIPTORS- #ACADEMIC PERFORMANCE, #ASPIRATION, #CAREER CHOICE, #RACIAL FACTORS, #SCHOOL ORGANIZATION, EQUAL EDUCATION, HIGH SCHOOL STUDENTS, HORIZONTAL ORGANIZATION, ORGANIZATION, RACIAL COMPOSITION, RACIAL DIFFERENCES, SAN DIEGO, SANTA BARBARA, STATISTICAL ANALYSIS, VERTICAL ORGANIZATION,

START DATE 06-01-67

END DATE 07-31-68

IN AN EFFORT TO MORE ADEQUATELY ANALYZE THE RELATION OF ORGANIZATIONAL CHARACTERISTICS OF HIGH SCHOOL AND COMMUNITY TO EDUCATIONAL OPPORTUNITY, A STUDY WILL BE MADE OF RACIAL DIFFERENCES AND SIMILARITIES IN ASPIRATION FOR HIGHER EDUCATION, IN ACADEMIC PERFORMANCE OF STUDENTS IN GRADES 9-12, AND IN CAREERS 1 YEAR AFTER HIGH SCHOOL GRADUATION. AN ATTEMPT WILL ALSO BE MADE TO IDENTIFY THOSE CHARACTERISTICS OF CERTAIN SECONDARY SCHOOLS WHICH ARE CORRELATES OF THE VARIED CAREERS UNDER STUDY. THE SAMPLE WILL BE COMPOSED OF THE ENTIRE GRADUATING CLASS FROM 11 HIGH SCHOOLS. THE DATA GATHERED WILL INCLUDE HIGH SCHOOL TRANSCRIPTS, EXISTING DATA ON ORGANIZATIONAL CHARACTERISTICS OF THE HIGH SCHOOLS AND THEIR SURROUNDING COMMUNITIES, AND SURVEYS OF GRADUATES TAKEN PRIOR TO GRADUATION, 6 MONTHS LATER, AND 12 MONTHS LATER. (GD)

EP 010 728

24

THE EFFECTS OF A LEARNING PROGRAM IN PERCEPTUAL-MOTOR ACTIVITY UPON THE VISUAL PERCEPTION OF SHAPE.

INVESTIGATOR- KANNEGIETER, RUTHAN B.
STANFORD UNIV., CALIF.
BUREAU NUMBER BR-7-I-039

PROF DATE 16 DEC 66

GRANT OEG-1-7-007039-3510

DESCRIPTORS- #LEARNING PROCESSES, #PERCEPTUAL MOTOR LEARNING, #PICTORIAL STIMULI, #TACTUAL VISUAL TESTS, #VISUAL PERCEPTION, ART EDUCATION, PALO ALTO, PRESCHOOL LEARNING, SEQUENTIAL LEARNING,

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START DATE 03-31-67

END DATE 12-31-67

TO PROVIDE KNOWLEDGE ABOUT THE TYPE OF PERCEPTUAL TRAINING WHICH MIGHT FORM THE FOUNDATION FOR A STRUCTURED AND SEQUENTIAL PROGRAM IN ART EDUCATION, THE EFFECTS OF PERCEPTUAL-MOTOR ACTIVITIES UPON THE VISUAL PERCEPTION OF SHAPES WILL BE STUDIED. THE SAMPLE WILL CONSIST OF 96 MIDDLE-CLASS PRESCHOOL CHILDREN WHO WILL BE RANDOMLY ASSIGNED TO AN EXPERIMENTAL AND A CONTROL GROUP. THROUGH A SERIES OF INDIVIDUAL LESSONS INVOLVING SUCH PERCEPTUAL-MOTOR ACTIVITIES AS TACTILE STIMULATION, TACTUAL TRACING, AND MANIPULATION, THE EXPERIMENTAL SUBJECTS WILL BE TAUGHT SUCH CRITICAL ELEMENTS OF SHAPES AS THE STRAIGHT LINE, PARALLEL LINES, AND ANGLES. THE CONTROL GROUP WILL RECEIVE INDIRECT PERCEPTUAL TRAINING WHICH DOES NOT RESEMBLE THAT OF THE EXPERIMENTAL TREATMENT. THE GROUPS WILL BE ANALYZED ON THE BASIS OF SEX AND SCORES FROM THE GOODENOUGH-HARRIS DRAW-A-MAN TEST AND THE FROSTIG EYE-MOTOR COORDINATION TEST. A PRE- AND POST-TEST DESIGN WILL BE USED FOR GATHERING EVALUATIVE DATA. (GD)

EP 010 729 24

THE EFFECT OF DIFFERENT TELEVISION UTILIZATION PROCEDURES ON STUDENT LEARNING.

INVESTIGATOR- WADE, SERENA E.

SANTA CLARA COUNTY OFFICE OF EDUC., SAN JOSE, CALIF.

BUREAU NUMBER BR-7-1-047

PROF DATE 23 MAR 67

GRANT OEG-1-7-070047-3883

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *LEARNING ACTIVITIES, *QUESTIONING TECHNIQUES, *TEACHING TECHNIQUES, *TELEvised INSTRUCTION, DISCUSSION (TEACHING TECHNIQUE), EFFECTIVE TEACHING, LECTURE, PROGRAM IMPROVEMENT, SAN JOSE, TELECOURSES,

START DATE 06-15-67

END DATE 06-30-68

STUDENT LEARNING WILL BE MEASURED UNDER THREE DIFFERENT MODES OF INSTRUCTIONAL TELEVISION USE IN THE CLASSROOM TO DETERMINE THE MOST EFFECTIVE APPROACH. A TV SERIES, PROBABLY AN ELEMENTARY SCIENCE PROGRAM, WILL BE SELECTED FOR THE EXPERIMENT. IT WILL BE DIRECTED TO A SINGLE GRADE LEVEL AND BE PART OF THE REQUIRED CURRICULUM SO THAT REGULAR VIEWING UNDER CONDITIONS AS CLOSE TO NORMAL AS POSSIBLE WILL BE ASSURED. APPROXIMATELY 30 TEACHERS WITH APPROXIMATELY 30 STUDENTS PER CLASS WILL BE ASSIGNED TO ONE OF THREE USE CONDITIONS. THE SOCRATIC METHOD, INVOLVING QUESTION AND ANSWER DISCUSSION, WILL BE ONE MODE. ANOTHER MODE WILL INVOLVE A LECTURE-SUMMARY APPROACH WITH NO QUESTION AND ANSWER PERIOD. AN AD HOC METHOD WILL BE USED AS A CONTROL CONDITION WHERE THE TEACHERS WILL BE LEFT TO THEIR OWN DEVICES ON PREPARATION AND FOLLOWUP. THE ANALYSIS DESIGN USED WILL BE ANALYSIS OF COVARIANCE WITH STUDENT PRETEST SCORES AS COVARIATES. (GD)

EP 010 730 40

EVALUATION OF A PROGRAM FOR RE-EDUCATING DISTURBED CHILDREN--A FOLLOW-UP COMPARISON WITH UNTREATED CHILDREN.

INVESTIGATOR- WEINSTEIN, LAURA

GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.

BUREAU NUMBER BR-6-2974

PROF DATE 01 JUN 66

GRANT OEG-2-7-062974-2207

DESCRIPTORS- *COMPENSATORY EDUCATION, *EMOTIONALLY DISTURBED CHILDREN, *FOLLOWUP STUDIES, *PROBLEM CHILDREN, *SPECIAL EDUCATION, COMPARATIVE ANALYSIS, ELEMENTARY SCHOOL STUDENTS, EVALUATION METHODS, MEASUREMENT INSTRUMENTS, NASHVILLE, PROGRAM EVALUATION, PROJECT RE-ED,

START DATE 11-01-66

END DATE 10-31-67

THE EFFECTIVENESS OF PROJECT RE-ED, A SHORT TERM PROGRAM OF RESIDENTIAL SCHOOLS DESIGNED TO IMPROVE THE BEHAVIORAL AND ACADEMIC ADJUSTMENT OF DISTURBED ELEMENTARY SCHOOL CHILDREN, WILL BE EVALUATED. PROJECT RE-ED CHILDREN WILL BE COMPARED WITH UNTREATED CONTROLS ON CHANGES IN SPECIFIC MEASURES RELEVANT TO ADJUSTMENT IN SCHOOL AND AT HOME. OF PARTICULAR INTEREST WILL BE AN INVESTIGATION OF KINDS OF IMPROVEMENT AND KINDS OF CHILDREN MOST LIKELY TO BE BENEFITTED BY PROJECT RE-ED INTERVENTION. DATA ON BOTH GROUPS WILL BE GATHERED AT THREE 1-YEAR INTERVALS AND WILL INCLUDE SUCH CHANGE MEASURES AS STUDENT ROLES, ACADEMIC SKILLS, PEER ACCEPTANCE, BEHAVIORAL SYMPTOMS, SOCIAL MATURITY, PARENTAL ACCEPTANCE, SELF-CONCEPT, AND SOCIAL PERCEPTION. THE TWO GROUPS WILL BE STATISTICALLY COMPARED AT EACH TIME INTERVAL. SHOULD PROJECT RE-ED PROVE EFFECTIVE, ITS ADOPTION AS A SHORT-TERM INTERVENTION RESOURCE WILL BE RECOMMENDED TO THOSE IN EDUCATION RESPONSIBLE FOR PLANNING SPECIAL PROGRAMS FOR DISTURBED CHILDREN WITHIN THE TRADITIONAL PUBLIC SCHOOL FRAMEWORK. (GD)

EP 010 731 08

AN EVALUATION OF EFFECTIVENESS OF VOCATIONAL AND TECHNICAL EDUCATION IN THE UNITED STATES.

INVESTIGATOR- SOMERS, GERALD G.

WISCONSIN UNIV., MADISON

BUREAU NUMBER BR-6-3003

PROF DATE 67

GRANT OEG-1-7-063003-3587

DESCRIPTORS- *EDUCATIONAL OBJECTIVES, *NATIONAL SURVEYS, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, *VOCATIONAL SCHOOLS, MADISON, PROGRAM EFFECTIVENESS, QUESTIONNAIRES, SCHOOL HOLDING POWER, STUDENT PLACEMENT,

START DATE 05-02-67

END DATE 08-01-68

THIS PROJECT WILL PROVIDE DATA NECESSARY TO EVALUATE VOCATIONAL PROGRAM EFFECTIVENESS AND TO ASSURE A BASELINE AGAINST WHICH PROGRESS TOWARD STATED OBJECTIVES CAN BE MEASURED. EVALUATIVE DATA WILL BE PROVIDED MAINLY THROUGH A MAIL QUESTIONNAIRE SURVEY OF APPROXIMATELY 35,000 INDIVIDUALS, SUPPLEMENTED BY INTERVIEWS AS NEEDED FOR CONTROL AND CORRECTION PURPOSES. VOCATIONAL PROGRAM GRADUATES, DROPOUTS, REJECTS, SCHOOL ADMINISTRATIVE HEADS, VOCATIONAL INSTRUCTORS, AND EMPLOYERS, AS WELL AS ADULTS ENROLLED PART TIME IN PROGRAMS OFFERED IN ALL FIELDS, WILL BE SURVEYED. PROGRAMS IN THE FIELDS OF AGRICULTURE, HOME ECONOMICS, HEALTH, OFFICE WORK, DISTRIBUTIVE EDUCATION, TRADE AND INDUSTRY, AND TECHNICAL EDUCATION WILL BE INCLUDED IN THE STATISTICAL ANALYSIS. DATA WILL BE ANALYZED TO DETERMINE THE EFFECTIVENESS OF THE VARYING SCHOOL PROGRAMS TO ATTRACT, HOLD, AND PLACE TRAINEES, AND TO DETERMINE OTHER IMPLICATIONS ABOUT THE SCHOOL PROGRAMS. (GD)

EP 010 732

48

A BASIC HINDI READER.
 INVESTIGATOR- HARRIS, RICHARD H.
 ROCHESTER UNIV., N.Y.
 BUREAU NUMBER BR-7-0099
 CONTRACT OEG-1-7-070099-1925

PROP DATE 22 JUL 66

DESCRIPTORS- #HINDI, #LANGUAGE INSTRUCTION, #LANGUAGE SKILLS, #READING MATERIALS, #TEXTBOOK PREPARATION, LANGUAGE ENRICHMENT, READING DEVELOPMENT, READING SKILLS, ROCHESTER,

START DATE 01-01-67

END DATE 12-31-67

TO ALLEVIATE A SHORTAGE OF STRUCTURED HINDI READING MATERIAL, A BASIC HINDI READER WILL BE DESIGNED AND STRUCTURED EXPRESSLY FOR FIRST-YEAR USE. THE READER WILL CONSIST OF READING SELECTIONS SELECTED, GRADED, AND ORDERED FOR THE USE OF THE FOREIGN STUDENT WITH SOME KNOWLEDGE OF SPOKEN HINDI. DESIGNED FOR USE WITH AURAL-ORAL MATERIALS, THE READER WILL ASSIST STUDENTS IN REINFORCING ACTIVE VOCABULARY AND GRAMMAR AND IN DEVELOPING BASIC READING SKILLS IN HINDI. BOTH THE PRINCIPAL INVESTIGATOR AND A NATIVE ASSISTANT WILL GATHER AND COLLATE THE MATERIAL TO BE USED IN THE READER. (GD)

EP 010 733

40

THE USE OF PROGRAMED LANGUAGE TRAINING AS A MEANS FOR DIFFERENTIAL DIAGNOSIS AND EDUCATIONAL REMEDIATION AMONG SEVERELY RETARDED CHILDREN.
 INVESTIGATOR- BRICKER, W.
 GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.
 BUREAU NUMBER BR-7-0218

PROP DATE 66

GRANT OEG-2-7-070218-1639

66

DESCRIPTORS- #HANDICAP DETECTION, #LANGUAGE PROGRAMS, #LANGUAGE SKILLS, #RETARDED CHILDREN, #VERBAL ABILITY, DIAGNOSTIC TESTS (EDUCATION), DISCRIMINATION LEARNING, LANGUAGE HANDICAPS, LEARNING DIFFICULTIES, NASHVILLE, OPERANT CONDITIONING, PROGRAMED INSTRUCTION, REMEDIAL PROGRAMS,

START DATE 01-02-67

END DATE 12-31-67

THE QUALITY AND QUANTITY OF VERBAL BEHAVIOR THAT SEVERELY RETARDED CHILDREN CAN ACQUIRE AS A CONSEQUENCE OF AN INTENSIVE PROGRAMED LANGUAGE TRAINING PROGRAM WILL BE EXAMINED AND EVALUATED. ALONG WITH THE TRAINING IN VERBAL BEHAVIOR, THE PROGRAM WILL BE USED TO EVALUATE (1) SENSORY IMPAIRMENTS, (2) SPECIFIC LEARNING DEFICITS IN DISCRIMINATION, RESPONSE LEARNING, AND ASSOCIATION PROCESSES, AND (3) SUCH GENERAL DEFICITS AS OVERALL LOW LEARNING RATES. THE EFFECTS OF TRAINING WILL BE EVALUATED WITH A SUBSTANTIAL GROUP OF SEVERELY RETARDED CHILDREN AND COMPARED WITH A MATCHED CONTROL GROUP THAT WILL NOT RECEIVE THE FORMAL, PROGRAMED LANGUAGE TRAINING. THE TRAINING PROGRAM WILL CONSIST OF OPERANT CONDITIONING IN CONJUNCTION WITH A SPECIFIC SERIES OF LANGUAGE RELATED TASKS. THE DIFFERENTIAL PERFORMANCE OF THE TRAINED EXPERIMENTAL GROUP WILL BE CLASSIFIED IN TERMS OF A SENSORY IMPAIRMENT, A SPECIFIC LEARNING DEFICIT, AND A GENERAL LEARNING DEFICIT. THE RESULTING CLASSIFICATIONS WILL DESCRIBE THE LEARNING DIFFICULTIES AMONG THIS POPULATION OF CHILDREN AND INDICATE THE TYPES OF SPECIAL LINEAR PROGRAMS OR POSSIBLE MEDICAL

TREATMENT THAT WOULD MOST EFFICIENTLY OVERCOME THE DEFICIT. (GD)

EP 010 734

24

CREATION OF A TEACHERS AND WRITERS CENTER.
 INVESTIGATOR- KOHL, HERBERT R.

COLUMBIA UNIV., NEW YORK

BUREAU NUMBER BR-7-0253

GRANT OEG-1-7-070253-3002

PROP DATE 67

DESCRIPTORS- #CURRICULUM DEVELOPMENT, #EDUCATION SERVICE CENTERS, #ENGLISH CURRICULUM, #LANGUAGE ARTS, #RESOURCE UNITS, DROPOUT PROGRAMS, EXPERIMENTAL CURRICULUM, FABLES, NEW YORK CITY, RESOURCE TEACHERS, TEACHER PROGRAMS, WRITING EXERCISES,

START DATE 04-01-67

END DATE 03-31-68

A TEACHERS AND WRITERS CENTER WILL BE ESTABLISHED TO DEVELOP A PROGRAM OF EXPLORATION AND EXPERIMENTATION IN THE REVISION OF ENGLISH CURRICULUMS THROUGH THE COLLABORATION OF WRITERS AND TEACHERS. A COORDINATING COMMITTEE WILL BE CREATED TO TIE TOGETHER THE EFFORTS OF PARTICIPANTS AND CONTRIBUTORS WHO WILL WORK MAINLY ON A CURRICULUM UNIT FOR THE WRITING OF FABLES. IN ADDITION, A SATURDAY WRITING CLASS PROGRAM FOR SECONDARY SCHOOL STUDENTS WILL BE ESTABLISHED WITH THE AID OF THE ACADEMY OF AMERICAN POETS. DROPOUT PROGRAMS, TEACHER TRAINING PROGRAMS, AND RESOURCE TEACHER PROGRAMS WILL ALSO BE DEVELOPED. A POSITION PAPER AND AN EVALUATION OF THE INNOVATIVE PROGRAMS WILL COMPLETE THE INITIAL PHASE OF THE CENTER'S ACTIVITIES. (GD)

EP 010 735

24

A COORDINATED NETWORK OF INSTITUTIONAL RESEARCH WORKSHOPS.
 INVESTIGATOR- STECKLEIN, JOHN E.

MINNESOTA UNIV., MINNEAPOLIS

BUREAU NUMBER BR-7-0286

GRANT OEG-1-7-070286-3005

PROP DATE 67

DESCRIPTORS- #EDUCATIONAL RESEARCH, #HIGHER EDUCATION, #INSTITUTIONAL ADMINISTRATION, #RESEARCH METHODOLOGY, #WORKSHOPS, COMPUTER ORIENTED PROGRAMS, DATA ANALYSIS, DATA COLLECTION, MANAGEMENT, MINNEAPOLIS, RESEARCH SKILLS,

START DATE 06-01-67

END DATE 11-01-68

TWO COORDINATED REGIONAL WORKSHOPS WILL BE CONDUCTED ON INSTITUTIONAL RESEARCH, WHICH IS DEFINED AS "CONTINUOUS SELF-STUDY BY AN INSTITUTION." EACH WORKSHOP WILL RUN 11 DAYS, AND WILL BE LIMITED TO 30 PARTICIPANTS WHO HAVE BEEN ASSIGNED, OR WILL ASSUME RESPONSIBILITY FOR INSTITUTIONAL RESEARCH. CASE STUDIES, SIMULATED STUDIES, RAW DATA, OR OTHER MATERIALS WILL BE PRESENTED TO THE PARTICIPANTS WHO WILL BE ASSIGNED CERTAIN TASKS TO ACCOMPLISH USING THESE MATERIALS. STAFF MEMBERS WILL ASSIST THE PARTICIPANTS IN LEARNING TO DEVELOP INSTITUTIONAL RESEARCH REPORTS THAT CAN PROVIDE THE INTERNAL MANAGEMENT OF COLLEGES AND UNIVERSITIES A BASIS FOR DECISION MAKING AND FUTURE PLANNING FOR EFFECTIVE OPERATION. (AL)

PROJECT RESUMES

PAGE 11

EP 010 736 24
 SOCIOLOGY OF HIGHER EDUCATION.
 INVESTIGATOR- HERRIOTT, ROBERT E.
 FLORIDA ST. UNIV., TALLAHASSEE
 BUREAU NUMBER BR-7-0453
 GRANT OEG-1-7-070453-3891

PROP DATE 67

DESCRIPTORS- *DOCTORAL PROGRAMS, *EDUCATIONAL SOCIOLOGY,
 *HIGHER EDUCATION, *RESEARCH METHODOLOGY, *SOCIOLOGY,
 GRADUATE STUDY, SPECIAL EDUCATION, TALLAHASSEE,

START DATE 07-01-67

END DATE 06-30-68

A DOCTORAL PROGRAM IN THE SOCIOLOGY OF HIGHER EDUCATION WILL BE ESTABLISHED TO PRODUCE COMPETENT SOCIOLOGISTS COMMITTED TO THE STUDY OF HIGHER EDUCATION AS A SOCIAL PHENOMENON. THE PROGRAM WILL PROVIDE 10 STUDENTS WITH KNOWLEDGE OF THE MAJOR SUBSTANTIVE FINDINGS OF SOCIOLOGY, COMPETENCE IN THE THEORY AND METHODS OF SOCIOLOGY, AND SUPERVISED EXPERIENCES IN THE APPLICATION OF THIS KNOWLEDGE AND COMPETENCE TO THE STUDY OF HIGHER EDUCATION. A PROGRAM OF STUDIES IS INCLUDED IN THE PROPOSAL. (GD)

EP 010 737 40

SEMINAR ON VOCATIONAL GUIDANCE IN THE PREPARATION OF COUNSELORS.

INVESTIGATOR- DUGAN, WILLIS E.
 AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.
 BUREAU NUMBER BR-7-0657
 GRANT OEG-2-7-070657-3051

PROP DATE 15 NOV 66

DESCRIPTORS- *COUNSELOR TRAINING, *GUIDANCE PERSONNEL, *OCCUPATIONAL GUIDANCE, *SEMINARS, *VOCATIONAL COUNSELING, COLUMBIA, DISTRICT OF COLUMBIA, PROGRAM IMPROVEMENT, RESOURCE MATERIALS, VOCATIONAL DIRECTORS,

START DATE 03-01-67

END DATE 02-28-68

IN AN EFFORT TO ENCOURAGE MORE ADEQUATE VOCATIONAL GUIDANCE SERVICES, A SEMINAR WILL BE HELD TO IMPROVE UNDERSTANDINGS, COMPETENCIES, AND PROGRAMS ON PROBLEMS OF COUNSELOR EDUCATION AS RELATED TO VOCATIONAL GUIDANCE. QUALIFIED EXPERTS IN THE FIELD WILL BE SELECTED TO CONDUCT THE VARIOUS SESSIONS. RESOURCE MATERIALS WILL BE DEVELOPED, AND A RESOURCE LIBRARY WILL BE MADE AVAILABLE TO THE PARTICIPANTS. ALL SEMINAR REPORTS WILL BE PUBLISHED AND DISSEMINATED TO INTERESTED PERSONS. AFTER A FOLLOWUP SURVEY HAS BEEN COMPLETED, A FINAL EVALUATION REPORT WILL BE ISSUED. (GD)

EP 010 738 40

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER.
 INVESTIGATOR- COTTRELL, RAYMOND S.
 GEORGE WASHINGTON UNIV., WASHINGTON, D.C.
 BUREAU NUMBER BR-7-0680
 GRANT OEG-2-7-070680-3103

PROP DATE 67

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *HANDICAPPED CHILDREN, *INSTRUCTIONAL MATERIALS CENTERS, *RESOURCE CENTERS, *SPECIAL EDUCATION, *TRAINABLE MENTALLY HANDICAPPED, AURALLY HANDICAPPED, Crippled CHILDREN, DATA COLLECTION, DEMONSTRATIONS (EDUCATIONAL), DISTRICT OF COLUMBIA,

EDUCATIONAL RESEARCH, EMOTIONALLY DISTURBED CHILDREN, INFORMATION DISSEMINATION, SPEECH HANDICAPS, TRAINING,

START DATE 03-15-67

END DATE 03-14-68

A SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER WILL BE ESTABLISHED WHOSE MAIN EMPHASIS WILL BE ON INSTRUCTIONAL MATERIALS FOR TRAINABLE MENTALLY RETARDED CHILDREN. THE CENTER WILL ALSO BE CONCERNED WITH MATERIALS FOR EDUCABLE MENTALLY RETARDED CHILDREN, EMOTIONALLY DISTURBED CHILDREN, CRIPPLED CHILDREN, SPEECH-IMPAIRED CHILDREN, AND HEARING-IMPAIRED CHILDREN. OVERALL FUNCTIONS OF THE CENTER WILL FALL WITHIN THE THREE GENERAL AREAS OF MATERIAL COLLECTION AND DISSEMINATION, DEMONSTRATION AND TRAINING, AND RESEARCH AND EVALUATION. (GD)

EP 010 739

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTERS SYSTEM.
 INVESTIGATOR- SIMCHES, RAPHAEL F.
 NEW YORK STATE EDUCATION DEPT., ALBANY

BUREAU NUMBER BR-7-0729
 GRANT OEG-1-7-070729-3104

PROP DATE 67

DESCRIPTORS- *HANDICAPPED CHILDREN, *INFORMATION UTILIZATION, *INSTRUCTIONAL MATERIALS CENTERS, *RESOURCE CENTERS, *SPECIAL EDUCATION, ALBANY, AURALLY HANDICAPPED, CONTINUING EDUCATION, COORDINATION, DATA COLLECTION, DEAF RESEARCH, VISUALLY HANDICAPPED, EDUCATIONAL RESEARCH, INFORMATION DISSEMINATION, INSERVICE PROGRAMS, RESEARCH PROJECTS, STATE PROGRAMS,

START DATE 03-15-67

END DATE 03-14-68

A STATEWIDE SERVICE WILL BE INSTITUTED THROUGH THE ESTABLISHMENT OF AN INSTRUCTIONAL MATERIALS CENTERS SYSTEM FOR THE COLLECTION AND DISSEMINATION OF MATERIALS TO BE USED IN PROGRAMS FOR HANDICAPPED CHILDREN. A COORDINATED NETWORK OF CENTERS WILL BE CREATED TO STIMULATE RESEARCH, EXCHANGE INFORMATION, ENCOURAGE CONTINUING EDUCATION, AND ACT AS RESOURCE CENTERS FOR LOCALLY DEVELOPED INSERVICE EDUCATION PROGRAMS. IN ADDITION TO THE PRIMARY NETWORK WITH ITS PRESENT AND PLANNED SUPPORT CENTERS, A SECONDARY NETWORK WILL BE MAINTAINED BY THE SPECIAL SCHOOLS IN THE STATE FOR THE DEAF AND THE BLIND. (GD)

EP 010 740 24

INTERNSHIPS FOR LEADERS IN DEMONSTRATION AND DISSEMINATION.
 INVESTIGATOR- HENDERSON, ROBERT A.

ILLINOIS UNIV., URBANA
 BUREAU NUMBER BR-7-0731
 GRANT OEG-1-7-070731-3895

PROP DATE 67

DESCRIPTORS- *DEMONSTRATIONS (EDUCATIONAL), *EDUCATIONAL METHODS, *GIFTED, *INFORMATION DISSEMINATION, *INTERNSHIP PROGRAMS, *LEADERSHIP TRAINING, ELEMENTARY SCHOOLS, FIELD EXPERIENCE PROGRAMS, SECONDARY SCHOOLS, STUDENT TEACHERS, SUMMER PROGRAMS, TEACHER INTERNS, URBANA,

START DATE 07-01-67

END DATE 06-30-68

A LEADERSHIP TRAINING PROGRAM FOR TEACHER INTERNS WILL BE DEVELOPED TO EDUCATE SPECIALISTS IN THE AREAS OF DEMONSTRATION AND DISSEMINATION OF EDUCATIONAL PRACTICES

PRIMARILY ORIENTED FOR GIFTED YOUTH IN ELEMENTARY AND SECONDARY SCHOOLS. EACH INTERN WILL PARTICIPATE IN AN 8-WEEK SUMMER INSTITUTE PRIOR TO HIS PLACEMENT FOR A YEAR IN A CENTER FOR THE GIFTED ON A FULL-TIME BASIS. AT THE CENTER, THE INTERN WILL WORK WITH THE EXISTING PROGRAM, IMPLEMENT NEW APPROACHES, DEVELOP ASSESSMENT TECHNIQUES FOR CURRENT ACTIVITIES, AND ASSUME RESPONSIBILITY FOR VARIOUS CURRENT OR EXPERIMENTAL PRACTICES. THIS PROGRAM WILL BE LIMITED TO 1 YEAR IN ORDER TO DEVELOP AND EVALUATE GUIDELINES FOR FUTURE OPERATIONS. DURING THIS YEAR, 25 PARTICIPATING INTERNS WILL BE TRAINED. (GD)

EP 010 741

52

THE DETERMINATION OF LEGAL FACTS AND ECONOMIC GUIDEPOSTS WITH RESPECT TO THE DISSEMINATION OF SCIENTIFIC AND EDUCATIONAL INFORMATION AS IT IS AFFECTED BY COPYRIGHT--A STATUS REPORT.
INVESTIGATOR- SOPHAR, GERALD J.
COMMITTEE TO INVESTIGATE COPYRIGHT PROBLEMS (CICP)
BUREAU NUMBER BR-7-0793 PROP DATE 08 FEB 67
CONTRACT OEG-1-7-070793-3559

DESCRIPTORS- #COPYRIGHTS, #GUIDELINES, #INFORMATION SYSTEMS, #LEGAL PROBLEMS, #MATERIAL DEVELOPMENT, DISTRICT OF COLUMBIA, ECONOMIC RESEARCH, LEGAL RESPONSIBILITY,

START DATE 03-08-67

END DATE 11-08-67

A STATUS REPORT WILL BE PREPARED BASED ON AN EXAMINATION OF CURRENT AND PROPOSED COPYRIGHT LAW AS IT BEARS ON DOCUMENT DUPLICATION, TRANSMISSION, AND DISSEMINATION. PUBLISHED DOCUMENTS AND INTERNAL MEMORANDUMS CONCERNING THE HANDLING OF COPYRIGHT MATERIAL BY SCIENTISTS, EDUCATORS, INFORMATION CENTER MANAGERS, LIBRARIANS, AND PUBLISHERS WILL BE ANALYZED, INTERPRETED, DIGESTED, AND REPORTED. THROUGH INTERVIEWS AND COLLECTION OF INFORMATION, AN EFFORT WILL BE MADE TO DETERMINE (1) HOW MANY PLANNED INFORMATION SYSTEMS HAVE BEEN ABORTED BECAUSE OF COPYRIGHT WITHIN THE 7-YEAR PERIOD, 1960-66, (2) HOW MANY SYSTEMS HAVE BEEN CURTAILED, (3) WHAT IS THE EXTENT OF THE CURTAILMENT RESULTING FROM ACCEPTANCE OF THE COPYRIGHT LIMITATION ON UNLIMITED DISSEMINATION, (4) HOW MANY SYSTEMS ARE OPERATING WITHOUT REGARD TO THE LAW, AND (5) WHAT JUSTIFICATIONS ARE GIVEN FOR IGNORING THE LAW. A CONCURRENT INVESTIGATION WILL BE MADE TO FIND GUIDEPOSTS FOR EVALUATING THE QUALITY, QUANTITY, AND ECONOMIC VALUE OF COPYRIGHTED MESSAGES DUPLICATED OR TRANSMITTED AND DISPLAYED OUTSIDE OF THE CONTROL OF THE COPYRIGHT OWNER. (AL)

EP 010 742

24

DEVELOPMENT OF EDUCATIONAL RESEARCH PROGRAMS AT MEMBER COLLEGES.
INVESTIGATOR- SMITH, STUART E.
COLLEGE CENTER OF THE FINGER LAKES, CORNING, N.Y.
BUREAU NUMBER BR-7-1011 PROP DATE 25 MAR 67
GRANT OEG-1-7-071011-3908

DESCRIPTORS- #EDUCATIONAL RESEARCH, #RESEARCH COORDINATING UNITS, #RESEARCH METHODOLOGY, #RESEARCH OPPORTUNITIES, COLLEGE COOPERATION, COLLEGE FACULTY, COLLEGE PROGRAMS, CORNING, PROGRAM DEVELOPMENT,

START DATE 06-15-67

END DATE 06-14-70

TO STIMULATE AND PROMOTE EDUCATIONAL RESEARCH, A PRIMARY NETWORK SYSTEM CENTER WILL BE CREATED FOR THE EIGHT MEMBER LIBERAL ARTS COLLEGES OF THE COLLEGE CENTER OF THE FINGER LAKES. THE CENTER WILL SUPPORT A PROGRAM OF SEMINARS, WORKSHOPS, AND DEMONSTRATIONS DESIGNED TO COMMUNICATE TO FACULTY AND ADMINISTRATORS OF THE COLLEGES THE BASIC AND ADVANCED METHODOLOGY OF EDUCATIONAL RESEARCH, PROPOSAL DEVELOPMENT TECHNIQUES, RESEARCH ADMINISTRATION AND REPORTING PROCEDURES, AND TO ENCOURAGE FACULTY AND ADMINISTRATORS TO UNDERTAKE EDUCATIONAL RESEARCH PROJECTS. IN ADDITION, A COMMON RESEARCH PROJECT WILL BE INITIATED TO HELP CLARIFY THE ROLE OF THE PRIVATE LIBERAL ARTS COLLEGE IN AN ERA OF EXPANDING PUBLIC HIGHER EDUCATION. (GD)

EP 010 743

24

CONSORTIUM RESEARCH DEVELOPMENT.

INVESTIGATOR- SEFEIN, NAIM A.
STATE UNIV. OF N.Y., FREDONIA, COLL. AT FREDONIA
BUREAU NUMBER BR-7-1015 PROP DATE 26 MAR 67
GRANT OEG-1-7-071015-3909

DESCRIPTORS- #COLLEGE FACULTY, #EDUCATIONAL RESEARCH, #RESEARCH METHODOLOGY, #RESEARCH OPPORTUNITIES, #RESEARCH SKILLS, ADMINISTRATOR ROLE, BUFFALO, ERIE, EVALUATION TECHNIQUES, FREDONIA, PROGRAM COORDINATION, PROGRAM DEVELOPMENT,

START DATE 06-15-67

END DATE 08-14-70

A PROGRAM WILL BE DEVELOPED TO INCREASE RESEARCH INVOLVEMENT AND ACTIVITIES OF THE EDUCATION FACULTY AT THREE COLLEGES. TO BRIDGE THE GAP BETWEEN BASIC RESEARCH AND ITS APPLICATION IN THE CLASSROOM, THREE RESEARCH SKILLS PROGRAMS WILL BE OFFERED TO ADMINISTRATORS, FACULTY, AND ADMINISTRATIVE STAFF. THE CHANGE IN LEARNINGS AND ATTITUDES WILL BE ASSESSED THROUGH A PRE- AND POST-TEST ADMINISTRATION OF AN ACHIEVEMENT TEST AND A SEMANTIC DIFFERENTIAL SCALE AND, ULTIMATELY, THROUGH THE INCREASE IN FACULTY PROPOSALS FOR RESEARCH. (GD)

EP 010 744

24

SYSTEMS MANAGEMENT ASSISTANCE TO THE OFFICE OF EDUCATION IN THE DEVELOPMENT OF A NEW COMPREHENSIVE SECONDARY SCHOOL CURRICULUM.

INVESTIGATOR- SHELLY, EDWIN F.
SHELLY (E.F.) AND CO., NEW YORK, N.Y.
BUREAU NUMBER BR-7-1037 PROP DATE 05 APR 67
CONTRACT OEG-1-7-071037-3596

DESCRIPTORS- #CURRICULUM DEVELOPMENT, #CURRICULUM RESEARCH, #HIGH SCHOOL CURRICULUM, #SYSTEMS APPROACH, #SYSTEMS DEVELOPMENT, DEVELOPMENTAL PROGRAMS, DISTRICT OF COLUMBIA, EXPERIMENTAL CURRICULUM, NEW YORK CITY, RESEARCH PROJECTS, SECONDARY SCHOOLS, SYSTEMS ANALYSIS,

START DATE 05-05-67

END DATE 11-05-67

SYSTEMS MANAGEMENT ASSISTANCE TO THE OFFICE OF EDUCATION WILL BE PROVIDED FOR THE DEVELOPMENT OF A NEW, INDIVIDUALIZED, SECONDARY SCHOOL CURRICULUM TO PROVIDE AN EDUCATION THAT WILL BE ADEQUATE TO THE NEEDS AND ABILITY OF THE STUDENT AND RELEVANT TO THE WORLD IN WHICH HE WILL LIVE.

THE CONTRACTING AGENCY WILL ASSIST IN THE PREPARATION, ORGANIZATION, AND CONDUCT OF THIS CURRICULUM RESEARCH AND DEVELOPMENT PROGRAM, AND IN THE COORDINATION OF THE PROGRAM WHILE EXECUTING SPECIFIC ASSIGNED TASKS. THE DEVELOPMENT PLAN CALLS FOR THE ESTABLISHMENT OF A SERIES OF EXPERIMENTAL SCHOOL CURRICULUMS IN A NUMBER OF COMMUNITIES THROUGHOUT THE UNITED STATES. EACH OF THE NEW CURRICULUMS WILL BE TESTED FOR EFFECTIVENESS IN ACTUAL PRACTICE. PARTICULAR ATTENTION WILL BE GIVEN TO SYSTEM PLANNING, PILOT SCHOOL COORDINATION, PROGRAM DEVELOPMENT AND EVALUATION, COST EFFECTIVENESS, INDUSTRIAL CONTRACTING, SCHEDULE MONITORING, COMMUNICATIONS AND INFORMATION DISSEMINATION, AND PROGRAM REPORTING. (AL)

EP 010 745

52

A STUDY OF THE COMPUTER ARRANGEABILITY OF COMPLEX TERMS OCCURRING IN A MAJOR TOOL USED IN SUBJECT ANALYSIS.

INVESTIGATOR- TAUBER, MAURICE F. HARRIS, JESSICA L.

COLUMBIA UNIV., NEW YORK

BUREAU NUMBER BR-7-8045

PROP DATE 24 JUN 66

CONTRACT OEG-1-7-078045-3545

DESCRIPTORS- #CATALOGS, #COMPUTER PROGRAMS, #DATA PROCESSING, #INDEXES (LOCATORS), #LIBRARY PROGRAMS, DOCUMENTATION, LIBRARY OF CONGRESS, LIBRARY SCIENCE, LIBRARY SERVICES, NEW YORK CITY, PROGRAM DEVELOPMENT, TECHNOLOGICAL ADVANCEMENT,

START DATE 06-01-67

END DATE 05-31-68

A SET OF RULES WILL BE WRITTEN AND TESTED FOR THE MECHANICAL ARRANGEMENT, FILING, AND EXPRESSION OF LIBRARY OF CONGRESS SUBJECT HEADINGS. RULES WILL BE WRITTEN, USING NONMECHANICALLY ARRANGEABLE SUBJECT HEADINGS IN A LIBRARY OF CONGRESS SUBJECT HEADING LIST, TO GUIDE THE REVISION OF LIBRARY OF CONGRESS HEADINGS SO THAT THEY CAN BE MECHANICALLY ARRANGED ACCORDING TO THE COMPUTER FILING CODE PREVIOUSLY WRITTEN BY THE PROJECT ADVISER AND THE PRINCIPAL INVESTIGATOR. THE PLANNED CHANGES WILL ELIMINATE THE USE OF PUNCTUATION AS A FILING ELEMENT. THE RULES WILL BE WRITTEN TO MAKE THE CONVERSION OF OLD HEADINGS TO THE NEW FORMAT A SIMPLE CLERICAL TASK. TO TEST THESE RULES, BOTH A CLERK AND THE PRINCIPAL INVESTIGATOR WILL DO A CERTAIN AMOUNT OF CONVERTING, AND THE RESULTS OF BOTH EFFORTS WILL BE COMPARED. THE RULES WILL BE FURTHER TESTED BY PUTTING THE CONVERTED HEADINGS IN MACHINE READABLE FORM AND SORTING THEM BY COMPUTER, ACCORDING TO THE PROGRAM ALREADY WRITTEN AND TESTED FOR THE COMPUTER FILING CODE. (GD)

EP 010 746

24

SEARCH OF HUMAN RELATIONS AREA FILES FOR MATERIALS RELATING TO SELECTED EMPLOYMENT RELATIONSHIPS IN SOCIAL SYSTEMS.

INVESTIGATOR- GIBSON, R. OLIVER

STATE UNIV. OF N.Y., BUFFALO

BUREAU NUMBER BR-7-8100

PROP DATE 05 AUG 66

GRANT OEG-1-7-078100-3807

DESCRIPTORS- #EMPLOYMENT PRACTICES, #HUMAN RELATIONS PROGRAMS, #MODELS, #SOCIAL CHARACTERISTICS, #SYSTEMS ANALYSIS, #VOCATIONAL EDUCATION, BUFFALO, CONCEPTUAL SCHEMES, EMPLOYMENT PATTERNS, HUMAN RELATIONS AREA FILES, PERSONNEL POLICY,

START DATE 06-15-67

END DATE 06-14-68

A SYSTEMS ANALYSIS WILL BE MADE (1) TO STUDY CONCEPTS OF "SOCIAL EXCHANGE" AND "CONTRACT" IN THE FIELD OF EMPLOYMENT AS FOUND IN MATERIALS IN THE HUMAN RELATIONS AREA FILES AND (2) TO TEST, DEVELOP, AND REFINER THE CONCEPTS. THE HUMAN RELATIONS AREA FILES IN NEW HAVEN, CONNECTICUT, IS A RESEARCH ORGANIZATION ESTABLISHED BY 23 MEMBER INSTITUTIONS TO COLLECT, ORGANIZE, AND DISTRIBUTE INFORMATION OF SIGNIFICANCE TO THE NATURAL AND SOCIAL SCIENCES AND THE HUMANITIES. THE CONCEPTS OF "SOCIAL EXCHANGE" AND "CONTRACT" HAVE BEEN PREVIOUSLY SHOWN TO BE USEFUL IN EXPLAINING THE DIVERSE FINDINGS OF STUDIES OF ABSENCE BEHAVIOR OF PERSONNEL IN DIFFERENT TYPES OF ORGANIZATIONS OR SOCIAL SYSTEMS. FOR THIS PROJECT, THE SOCIAL SYSTEMS TO BE STUDIED WILL BE LIMITED TO THE UNITED STATES, ENGLAND, CANADA, ZUNI, AND KWAKIUTL. THE MATERIALS FROM THE AREAS OF SOCIAL SYSTEMS TO BE STUDIED WILL BE ANALYZED AS EXCHANGES BETWEEN SYSTEMS AND SUBSYSTEMS. THE CONCEPTUALIZATION TO BE DEVELOPED WILL USE SYSTEMS ANALYSIS AS A WAY OF VIEWING WORK RELATIONS UNDER DIFFERING SOCIAL CIRCUMSTANCES. THIS CONCEPTUALIZATION IS EXPECTED TO BE USEFUL FOR (1) UNDERSTANDING WORK PROCESSES CONCERNING VOCATIONAL EDUCATIONAL AND PERSONNEL ADMINISTRATION, (2) PLANNING EDUCATION FOR CHANGING WORK RELATIONSHIPS AND FOR PRODUCING MORE RESPONSIBLE WORK PERFORMANCE, AND (3) STUDYING THE BEHAVIOR OF EMPLOYED PERSONNEL AND THEIR RELATIONSHIPS WITH SCHOOLS. THE END PRODUCT IS EXPECTED TO BE A BODY OF MATERIALS DERIVED FROM THE FILES AND CODED ON THE BASIS OF THE CONCEPTUALIZATION. THESE MATERIALS CAN BE USEFUL TO BOTH PROFESSORS AND GRADUATE STUDENTS FOR ADVANCED STUDIES. (AL)

EP 010 747

24

MOTIVATION AND EVALUATION IN THE ART WORK OF COLLEGE STUDENTS.

INVESTIGATOR- ACKERMAN, RUDY S.

MORAVIAN COLL., BETHLEHEM, PA.

BUREAU NUMBER BR-7-9118

PROP DATE 19 AUG 66

GRANT OEG-1-7-078118-3718

DESCRIPTORS- #ART ACTIVITIES, #EDUCATIONAL RESEARCH, #EVALUATION METHODS, #MOTIVATION TECHNIQUES, #TEACHING METHODS, ART PRODUCTS, BETHLEHEM, STUDENT EVALUATION, STUDENT MOTIVATION, TEACHER EVALUATION, TEACHER MOTIVATION, TEACHING TECHNIQUES, COLLEGE STUDENTS,

START DATE 01-01-67

END DATE 12-31-67

TEACHER-USED MOTIVATIONAL AND EVALUATIVE METHODS THAT RANGE IN SOURCE FROM OUTER DIRECTIVE (TEACHER DIRECTED) TO INNER DIRECTIVE (STUDENT DIRECTED) WILL BE INVESTIGATED IN A COLLEGE ART COURSE. STUDIES WILL BE MADE OF (1) THE RELATIONSHIP OF MOTIVATION AND EVALUATION AS THEY AFFECT THE PERFORMANCE OF THE STUDENT, (2) THE RELATIONSHIP OF MOTIVATION AND EVALUATION TO THE EFFECTIVENESS OF TEACHING METHODS, AND (3) THE DEVELOPMENT OF THEORETICAL CONSTRUCTS FOR FUTURE STUDIES. THE INVESTIGATOR WILL DEVELOP ASSIGNED STRATEGIES, FOR FOUR GROUPS, BASED ON A CONTINUUM FROM TEACHER MOTIVATION AND EVALUATION THROUGH STUDENT MOTIVATION AND EVALUATION. PROCESS AND PRODUCT PHOTOGRAPHS WILL BE TAKEN OF INDIVIDUAL STUDENT PROJECTS AT REGULAR TIME INTERVALS DURING WORK PERIODS. FROM THESE PHOTOGRAPHS THE STUDENT PROJECTS WILL BE JUDGED BY A GROUP OF ART EDUCATORS ON A HIGH TO LOW SCALE FOR CRAFTSMANSHIP, ORIGINALITY, AND AESTHETIC VALUE. THE FINDINGS OF THIS STUDY ON THE DEGREE OF

RELATIONSHIP BETWEEN OUTER AND INNER DIRECTION MAY AID THE STUDY OF THE DEVELOPMENT OF LEARNING UNDER A VARIETY OF INFLUENCES AND CONDITIONS. (GD)

EP 010 748

24

ORGANIZATIONAL CLIMATE AND ADOPTION OF EDUCATIONAL INNOVATIONS.

INVESTIGATOR- BALLAM, ORAL L.

UTAH STATE UNIV., LOGAN

BUREAU NUMBER BR-7-8119

CONTRACT OEG-4-7-078119-2901

PROP DATE 18 AUG 66

DESCRIPTORS- #EDUCATIONAL CHANGE, #EDUCATIONAL ENVIRONMENT, #INSTRUCTIONAL INNOVATION, #ORGANIZATIONAL CHANGE, #SCHOOL ORGANIZATION, INSTRUCTIONAL STAFF, LOGAN, ORGANIZATIONAL CLIMATE DEVELOPMENT QUESTIONNAIRE, PUBLIC SCHOOLS,

START DATE 02-08-67

END DATE 01-15-68

THE EFFECTS OF ORGANIZATIONAL CLIMATE AND OTHER SELECTED VARIABLES ON THE ADOPTION OF EDUCATIONAL INNOVATIONS IN PUBLIC SCHOOLS WILL BE INVESTIGATED. THE STATE DEPARTMENTS OF EDUCATION OF FIVE STATES (IDAHO, NEVADA, OREGON, UTAH, AND WASHINGTON) WILL ASSIST IN THE SELECTION OF 20 OF THE MOST INNOVATIVE SCHOOLS AND 20 OF THE MOST NONINNOVATIVE SCHOOLS, USING AN EDUCATIONAL INNOVATION CHECKLIST AS A GUIDE. FROM THE GROUP OF 40 SCHOOLS, THE 15 MOST INNOVATIVE AND THE 15 MOST NONINNOVATIVE SCHOOLS WILL BE SELECTED. ABOUT 20 STAFF MEMBERS FROM EACH SCHOOL SELECTED WILL BE ADMINISTERED THE ORGANIZATIONAL CLIMATE DEVELOPMENT QUESTIONNAIRE. FINDINGS SHOULD PROVIDE ADDITIONAL INFORMATION TO JUDGE THE PROBABLE SUCCESS OF ANY PARTICULAR CHANGE EFFORT. (GD)

EP 010 749

24

A PROPOSED STUDY OF LEASING PRACTICES OF PUBLIC SCHOOL LANDS IN COLORADO.

INVESTIGATOR- COLE, STANLEY M.

COLORADO STATE UNIV., FT. COLLINS

BUREAU NUMBER BR-7-8167

GRANT OEG-1-7-078167-3728

PROP DATE 67

DESCRIPTORS- #LAND USE, #SCHOOL ADMINISTRATION, #SCHOOL FUNDS, #SCHOOL POLICY, #STATE STANDARDS, COMPARATIVE ANALYSIS, FORT COLLINS,

START DATE 05-01-67

END DATE 04-30-68

AN EXAMINATION OF PRACTICES OF LEASING SCHOOL LANDS WILL BE MADE. THE STUDY WILL FOCUS ON THE PROBLEM AREAS OF INCOME FROM LEASES, DISPOSITION OF CONFLICTING BIDS, AND SUBLEASING PRACTICES. LEASES HELD ON 25 SECTIONS OF STATE SCHOOL LAND WILL BE SELECTED FOR THE PURPOSE OF COMPARING THE INCOME RECEIVED FROM THOSE LEASES WITH THE RETURN FROM 25 COMPARABLE LEASED SECTIONS OF PRIVATELY ADMINISTERED LAND. RECORDS ON FILE AT THE STATE LAND BOARD WILL BE INVESTIGATED TO DETERMINE THE RULES, REGULATIONS, AND POLICIES FOLLOWED IN THE DISPOSITION OF CONFLICTING BIDS ON STATE SCHOOL LAND. A SIMILAR INVESTIGATION WILL BE MADE TO DETERMINE WHETHER OR NOT THE PUBLIC SCHOOL FUND IS BEING SERVED BEST BY THE SUBLEASING PRACTICES. A COMPREHENSIVE EVALUATION WILL THEN BE MADE OF LAND BOARD POLICIES RELATING TO LEASING PRACTICES. (AL)

EP 010 750

24

A COMPARISON BETWEEN THE ORAL AND WRITTEN RESPONSES OF FIRST GRADE CHILDREN IN INITIAL TEACHING ALPHABET AND TRADITIONAL ORTHOGRAPHY CLASSES.

INVESTIGATOR- SANDEL, LENORE

HOFSTRA UNIV., HEMPSTEAD, N.Y.

BUREAU NUMBER BR-7-8220

GRANT OEG-1-7-078220-3961

DESCRIPTORS- #BEGINNING READING, #COMMUNICATION SKILLS, #INITIAL TEACHING ALPHABET, #READING INSTRUCTION, #READING PROGRAMS, ALPHABETS, BASIC READING, COMPARATIVE ANALYSIS, CONVENTIONAL INSTRUCTION, EVALUATION TECHNIQUES, GRADE 1, HEMPSTEAD, LONG ISLAND, PINTNER CUNNINGHAM PRIMARY TEST (FORM A), READING MATERIALS, READING SKILLS, READING TESTS, WRITTEN LANGUAGE,

START DATE 06-01-67

END DATE 11-30-67

THIS PILOT STUDY WILL BE DESIGNED TO DETERMINE WHETHER OR NOT FIRST-GRADE CHILDREN LEARNING TO READ WITH THE INITIAL TEACHING ALPHABET (ITA) EXHIBIT BETTER WRITTEN AND ORAL COMMUNICATION THAN THOSE CHILDREN LEARNING TO READ WITH TRADITIONAL ORTHOGRAPHY (TO). TWO FIRST-GRADE CLASSES, ONE ITA AND ONE TO, WILL BE RANDOMLY SELECTED FROM A SCHOOL IN EACH OF FOUR SCHOOL DISTRICTS, AND THE PINTNER-CUNNINGHAM PRIMARY TEST (FORM A) WILL BE ADMINISTERED TO THE TOTAL SAMPLE NUMBERING ABOUT 200. THREE DIFFERENT VERBAL STIMULI WILL THEN BE GIVEN TO EACH Pupil TO ELICIT BOTH AN ORAL AND WRITTEN RESPONSE FOR EACH STIMULUS. THE STIMULI WILL ELICIT (1) THE CHILD'S DESCRIPTION OF A GIVEN OBJECT, (2) THE CHILD'S RELATING OF A GIVEN EXPERIENCE, AND (3) THE CHILD'S DESCRIPTION OF AN EMOTIONAL REACTION TO A GIVEN EXPERIENCE. ORAL RESPONSES WILL BE RECORDED FOR LATER COMPARISON WITH THE WRITTEN RESPONSES. AN ANALYSIS OF VARIANCE WILL BE CONDUCTED USING THE NUMBER OF RUNNING WORDS, THE NUMBER OF DIFFERENT WORDS, AND THE NUMBER OF THOUGHT UNITS. FOR EACH OF THESE THREE CRITERIA, AN ANALYSIS OF VARIANCE WILL ALSO BE USED TO DETERMINE THE VARIABILITY BETWEEN AND WITHIN THE TREATMENT GROUPS. COMPARISON OF THE RESULTS SHOULD AID IN THE EVALUATION OF DIFFERENT APPROACHES TO THE TEACHING OF LANGUAGE SKILLS IN THE FIRST GRADE. (GD)

EP 010 751

24

THREE FUNDAMENTAL FACTORS OF SOCIAL INFLUENCE.

INVESTIGATOR- GREENWALD, HERBERT J.

BOSTON UNIV., MASS.

BUREAU NUMBER BR-7-8283

GRANT OEG-1-7-078283-3896

PROP DATE 27 JUN 66

DESCRIPTORS- #ATTITUDE TESTS, #CHANGING ATTITUDES, #INTERACTION PROCESS ANALYSIS, #LEARNING MOTIVATION, #SOCIAL INFLUENCES, BOSTON, FACTOR ANALYSIS, INTERPERSONAL RELATIONSHIP, MODELS, SOCIAL CHANGE, SOCIAL STATUS, SOCIAL VALUES, STUDENT OPINION,

START DATE 06-01-67

END DATE 05-31-68

FOR THIS RESEARCH ON THE EFFECTS OF SOCIAL INFLUENCE ON LEARNING, THREE EXPERIMENTS WILL BE CONDUCTED TO IDENTIFY MORE CLEARLY THE FACTORS WHICH CONTRIBUTE TO THE ACCEPTANCE OF AND RESISTANCE TO DIFFERENT INFORMATION WHEN EXPRESSED AS

ANOTHER PERSON'S VIEWPOINT. THE EXPERIMENTS WILL FOCUS ON THREE FACTORS--(1) THE MAGNITUDE OF THE DIFFERENCE IN OPINION BETWEEN THE COMMUNICATOR AND THE SUBJECT, (2) THE WEIGHTING THE SUBJECT GIVES TO THE COMMUNICATOR'S OPINION, AND (3) THE WEIGHT THAT THE SUBJECT ACCORDS TO HIS OWN INITIAL POSITION ON THE ISSUE. THE TESTED INTERRELATIONSHIP OF THESE THREE FACTORS WILL LEAD TO THE CONSTRUCTION OF A PROPOSED MATHEMATICAL MODEL OF SOCIAL INFLUENCE. THE DATA GATHERED FROM THE EXPERIMENTS WILL BE EVALUATED BY ANALYSIS OF VARIANCE, TREND ANALYSIS, AND STUDENT'S T-TEST. THE MATHEMATICAL MODEL'S PREDICTIONS WILL BE COMPARED WITH ACTUAL OPINION CHANGE USING THE PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT. (GO)

EP 010 752 24
 VOCATIONAL-ORIENTATION INSTITUTE.
 INVESTIGATOR- BLAIR, MARGARET
 NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON
 BUREAU NUMBER BR-7-8400 PROP DATE 25 APR 67
 GRANT OEG-1-7-078400-2807

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *INSTITUTES (TRAINING PROGRAMS), *OCCUPATIONAL GUIDANCE, *STUDENT NEEDS, *VOCATIONAL EDUCATION, DEMONSTRATIONS (EDUCATIONAL), INSTRUCTIONAL INNOVATION, PROGRAM IMPROVEMENT, TERMINAL EDUCATION, TRENTON,

START DATE 05-09-67 END DATE 10-09-67

A VOCATIONAL-ORIENTATION PROGRAMS INSTITUTE WILL BE HELD TO PROVIDE AN OPPORTUNITY FOR SELECTED EDUCATORS TO SHARE AND EXPLORE PROGRAMS IN PROGRESS AND TO IMPLEMENT CURRICULUM DEVELOPMENT AND GUIDANCE FOR STUDENT NEEDS IN THE WORLD OF WORK. STIMULATION OF IMPROVED PRACTICES AND PROGRAM APPROACHES WILL BE SOUGHT THROUGH THE DISSEMINATION OF INFORMATION RELATED TO CURRENT PROGRAMS. EDUCATORS (120) WILL BE SELECTED ON A REGIONAL BASIS. PARTICIPANTS IN THE INSTITUTE WILL ALSO BE GIVEN AN OCCUPATIONAL TRIP DEMONSTRATION TO AN AREA SUITABLE FOR STUDENTS. IN ADDITION, THE PARTICIPANTS WILL ANALYZE AND DISCUSS EXISTING CURRICULUM MATERIALS AND PLAN FOR THE IMPROVEMENT OF MATERIALS AND INSTRUCTION. PANELS, SMALL GROUP DISCUSSIONS, WORK SESSIONS, AND CONSULTATIVE AND RESOURCE ASSISTANCE WILL BE PROVIDED. (GO)

EP 010 753 24
 ANALYSES AND EVALUATION OF PRESENT AND FUTURE MULTI-MEDIA NEEDS IN HIGHER EDUCATION.
 INVESTIGATOR- ORR, DAVID B.
 AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
 BUREAU NUMBER BR-7-9002 PROP DATE 06 MAR 67
 CONTRACT OEG-2-7-079002-3145

DESCRIPTORS- *AUDIOVISUAL AIDS, *HIGHER EDUCATION, *MEDIA RESEARCH, *MODELS, *SYSTEMS APPROACH, EVALUATION, EVALUATION METHODS, MEDIA SPECIALISTS, SILVER SPRING, STANDARDS, SYSTEMS ANALYSIS, SYSTEMS CONCEPTS,

START DATE 05-15-67 END DATE 05-15-68

CRITERIA AND PROCEDURES FOR THE COMPARATIVE EVALUATION OF INSTRUCTIONAL MEDIA AND THEIR USES WILL BE DEVELOPED. THE

STUDY WILL USE CONCEPTS OF MULTIMEDIA AND THE USE OF MEDIA AS PARTS OF A LEARNING SYSTEM. A LEARNING SYSTEM IS DEFINED AS A SET OF LEARNING INPUTS, LEARNERS, AND LEARNING-DERIVED RESPONSES, ALONG WITH THEIR ACCOMPANYING PROCEDURES, MATERIALS, ORGANIZATION, AND DEVICES. THE OVERALL, AS WELL AS THE SPECIFIC, OBJECTIVES WILL BE DEFINED AND TRANSLATED INTO OBSERVABLE BEHAVIORS AND DESIRED BEHAVIORAL PRODUCTS, AND A LEARNING MODEL WILL BE CONSTRUCTED. THE CONSTRUCTED MODEL WILL BE VIEWED BY EDUCATIONAL TECHNOLOGY SPECIALISTS FOR ITS COMPREHENSIVENESS, AND A VERIFIED MODEL WILL BE USED TO DEVELOP A FRAMEWORK FOR COST-BENEFITS ANALYSIS PROCEDURES. THESE PROCEDURES WILL THEN BE USED TO EVALUATE AND COMPARE THE VARIOUS LEARNING SYSTEMS DEVELOPED. THE TWO POSSIBLE WAYS SUGGESTED BY THE AUTHOR ARE (1) EQUATING ON COSTS AND COMPARING ON BENEFITS OR (2) EQUATING ON BENEFITS AND COMPARING ON COSTS. THE AUTHOR SUGGESTS THAT THE SYSTEMS NATURE OF EDUCATIONAL PROCESSES PERMITS CONSIDERATION OF MEDIA AND INSTRUCTIONAL SELECTION PROBLEMS IN THE CONTEXT IN WHICH THEY ARE TO BE USED AND THAT THIS RESEARCH WILL BE USEFUL AS A BASIS FOR SUBSEQUENT RESEARCH. THE RESULTS OF THE PROJECT SHOULD PROVIDE PRACTICAL CRITERIA FOR THE EDUCATOR-DECISION MAKER IN HIS CHOICE OF INSTRUCTIONAL MEDIA. (PH)

EP 010 754 24
 DEVELOPMENT OF COMPUTERIZED TECHNIQUES IN MUSIC RESEARCH WITH EMPHASIS ON THE THEMATIC INDEX.
 INVESTIGATOR- LINCOLN, HARRY B.
 STATE UNIV. OF N.Y., ALBANY
 BUREAU NUMBER BR-7-8276 PROP DATE 67
 GRANT OEG-1-7-078276-3898

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *CONFERENCES, *INDEXES (LOCATORS), *MUSIC EDUCATION, *MUSIC THEORY, ALBANY, BINGHAMTON, RESEARCH PROJECTS, RESEARCH TOOLS,

START DATE 05-01-67 END DATE 04-30-68

A CONFERENCE FOR SPECIALISTS WILL BE HELD AS AN INITIAL STAGE OF A LARGER PROJECT TO DEVELOP COMPUTERIZED TECHNIQUES IN MUSIC RESEARCH WITH EMPHASIS PLACED ON THE INDEXING OF MUSICAL THEMES. BROAD CRITERIA AND PROCEDURES IN RESEARCH WILL BE DISCUSSED AND ESTABLISHED, AND WORK ON A MORE EXTENSIVE PROPOSAL FOR FUTURE SUPPORT WILL BE PREPARED. (GO)

EP 010 755 24
 FEASIBILITY STUDY FOR THE ESTABLISHMENT OF EXPERIMENTAL FIELD STUDY CENTERS (BEACHHEAD COLLEGES).
 INVESTIGATOR- DIXON, JAMES F.
 ANTIOCH COLL., YELLOW SPRINGS, OHIO
 BUREAU NUMBER BR-7-E-090 PROP DATE 25 JAN 67
 GRANT OEG-1-7-070090-3713

DESCRIPTORS- *COLLEGE PROGRAMS, *COMMUNITY ACTION, *DISADVANTAGED YOUTH, *LIBERAL ARTS, *SCHOOL STUDY CENTERS, COLLEGE COOPERATION, COLLEGES, SCHOOL COMMUNITY COOPERATION, SOCIAL PROBLEMS, STUDY CENTERS, YELLOW SPRINGS,

START DATE 05-01-67 END DATE 10-30-67

A PLAN FOR ESTABLISHED COLLEGES TO SET UP TEMPORARY FIELD STUDY CENTERS, OR "BEACHHEAD COLLEGES," IN AREAS OF

HUMAN NEED WILL BE STUDIED. THE PRINCIPAL OBJECTIVE OF THE PLAN IS TO IMPROVE LIBERAL ARTS EDUCATION BY PROVIDING REGULARLY ENROLLED STUDENTS FROM THE PARENT COLLEGES WITH AN OPPORTUNITY TO JOIN WITH FACULTY AND COMMUNITY RESIDENTS IN PLANNING PROGRAMS AND IN DEVELOPING THE PROCEDURES AND MACHINERY FOR DEALING WITH LOCAL PROBLEMS. THE REGIONS CHOSEN MIGHT BE IMPOVERISHED RURAL OR INNER-CITY LOCATIONS, OVERPRIVILEGED SUBURBS, OR UNDERPRIVILEGED AREAS. (AL)

EP 010 756 24

A PROJECT TO DEVELOP A PROGRAM AND MATERIALS FOR SHORT-TERM EDUCATIONAL RESEARCH TRAINING PROGRAMS.

INVESTIGATOR- EDLING, JACK V.

OREGON COLL. OF EDUCATION, MONMOUTH

BUREAU NUMBER BR-7-1-055

PROP DATE 15 APR 67

GRANT CEG-1-7-070055-3868

DESCRIPTORS- #COLLEGE TEACHERS, #EDUCATIONAL RESEARCH, #EXTENSION EDUCATION, #POST DOCTORAL EDUCATION, #RESEARCH METHODOLOGY, MATERIAL DEVELOPMENT, MONMOUTH, PROFESSIONAL TRAINING, PROGRAM DEVELOPMENT, RESEARCH SKILLS, TEACHER EDUCATION,

START DATE 05-15-67

END DATE 10-15-67

PROGRAMS AND MATERIALS WILL BE DEVELOPED FOR USE IN 2-WEEK TRAINING PROGRAMS FOR COLLEGE PROFESSORS WHO HAVE NOT HAD EXTENSIVE TRAINING IN PLANNING AND CONDUCTING EDUCATIONAL RESEARCH. THE PROGRAMS AND MATERIALS WILL AIM AT INCREASING COLLEGE PROFESSORS' CAPABILITIES FOR IMPROVING THEIR INSTRUCTION AS WELL AS THEIR COMPETENCIES IN RESEARCH TASKS. MEMBERS OF THE INVESTIGATING STAFF WILL PREPARE INDIVIDUALIZED AND GROUP-FACED PROGRAMED MATERIALS AND CRITERION TESTS ON EACH OF SEVEN SPECIFIC TOPIC AREAS CONCERNED WITH EITHER DEVELOPING NEW INSTRUCTIONAL SYSTEMS OR PLANNING AND CONDUCTING RESEARCH OF THESE SYSTEMS. THE MATERIALS WILL BE ANALYZED AND FIELD TESTED. (PM)

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PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number

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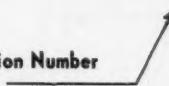
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